DOCUMENT RESUME

ED 044 440 TM 000 170

TITLE	Evaluating the Elementary School: A Guide for Cooperative Study.
INSTITUTION	Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Elementary Schools.
PUB DATE	64
NOTE	63p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.25
DESCRIPTORS	Accreditation (Institutions), Cooperative Planning, *Educational Improvement, Elementary Education, *Elementary Schools, *Evaluation Techniques, Faculty Evaluation, Guides, Instructional Improvement, Planning, Program Development, Program Effectiveness, *Program Evaluation, School Community Relationship, *Self Evaluation, Southern Schools

ABSTRACT

This guide is designed to enable a school to evaluate the effectiveness of its programs and to develop plans for improvement. Section I is concerned with evaluation in general, including the reasons for and probable outcomes of the evaluation process. Section II guides the faculty through the self-study by delineating the six major areas for consideration: purposes, programs, personnel, facilities, community school interaction, and coordination. Sixteen selected bibliographies are provided for the major areas considered in this section. Section III, building upon the data gathered under Section II, assists the faculty in summarizing planned school improvement projects and in determining priorities. The appendix contains the official outline to be used in preparing the report of the self-study and a review of the accreditation process. (Author/PR)

A Guide for Cooperative Study

ED 044440

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EVALUATING
the
ELEMENTARY SCHOOL

1964
EDITION

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
1895

TM000 178

Evaluating the Elementary School

A Guide for Cooperative Study

1964 Edition
Fourth Printing

March, 1969

A publication of the
Commission on Elementary Schools
Southern Association of Colleges and Schools
795 Peachtree Street, N. E.
Atlanta, Georgia 30308

Preface

THIS PUBLICATION is a guide for the cooperative study of an elementary school and its components. It is designed for use by a school wishing to evaluate the effectiveness of its program and develop plans for improvement. Although intended for use by schools engaging in self-study for the purpose of seeking accreditation by the Southern Association of Colleges and Schools, the suggestions may be useful to any staff involved in self-evaluation.

The Southern Association of Colleges and Schools recognizes that education is a continuous process that cannot be satisfactorily achieved in any segment of the educational system apart from the opportunities provided throughout the entire structure. The need for improving the quality of education on all levels stimulated the Association to organize the Cooperative Study in Elementary Education. To achieve the objective of improving the quality of living and learning in Southern elementary schools, a critical appraisal of the program as it operates in each school is essential. Careful evaluation of the total school program reveals strengths and weaknesses and determines needed improvements.

With this in view, participants in the Southern Association's Cooperative Study in Elementary Education prepared Volumes I and II of *Elementary Evaluative Criteria* in 1949. Following experimentation with these materials in selected schools, a new guide, *Evaluating the Elementary School, A Guide for Cooperative Study,* was completed in 1951. Since then, the original edition of *Evaluating the Elementary School* has been used widely, not only in the southern region but also in many other parts of the United States. Elementary education leaders throughout the country and teachers in hundreds of elementary schools in which the publication has been used attest to its effectiveness as a self-evaluation guide.

When the Cooperative Program in Elementary Education inaugurated the accrediting service in 1960, the need for an evaluative guide more closely related to accrediting procedures being used in the region soon emerged. To meet this need, special committees of the Cooperative Program met at Daytona Beach in 1961 and 1962 to explore ways to revise the 1951 edition of *Evaluating the Elementary School.* Reports of the two exploratory committees provided guidance for a writing committee which began work early in 1963 with a meeting at George Peabody College for Teachers. A second meeting was held during August of 1963 at the University of North Carolina to review materials produced in accordance with plans made in Nashville. The actual writing and the two meetings of the writing committee were financed by a Southern Education Foundation grant.

Further revisions of the content and format were effected during late 1963 and early 1964. Subsequently, the revised materials were reviewed in June of 1964 by a special subcommittee of the writing committee. The incorporation of the suggestions of this group completed the revision project.

ED0 44440

Contents

Preface

Introduction 1

Section One-Evaluation of the School 3

Section Two-Major Areas of Self-Study 11

Section Three-Summary and Follow-up Plans . 54

Appendix 57

INTRODUCTION

The Southern Association of Colleges and Schools is a regional agency which accredits public and private schools and colleges in eleven southern states. Its territory includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia. By agreement with the other regional accrediting associations in the nation, the Southern Association also accredits American schools in Latin America except those in the Panama Canal Zone. Membership in the Association is voluntary. Attainment of membership certifies that the institution has met the established standards.

A major activity of the Association in recent years has been the operation of a program designed to improve the elementary schools of the region. This program, known as the Cooperative Program in Elementary Education, makes the Southern Association unique; it is the only regional accrediting agency that has a continuing program for elementary schools.

◆

The Cooperative Program in Elementary Education

The Association's elementary school activities began in 1946 when the Commission on Research and Service voted unanimously to concern itself with problems of the elementary school and the education of its teachers.

With the approval and assistance of the Association, the cooperation of other agencies in the South, and a grant-in-aid from the General Education Board, the Cooperative Study in Elementary Education was begun in 1948. As a direct result of this study, the Cooperative Program in Elementary Education emerged in 1953. A continuing emphasis on cooperative study at the local level was made the focus of the school improvement program.

On December 4, 1958, the Southern Association empowered its Cooperative Program in Elementary Education to offer an accrediting service in addition to the school improvement services to affiliated elementary schools. For two years, beginning with the 1960-61 session, the Cooperative Program in Elementary Education, operating under the sponsorship of the Commission on Research and Service, rendered this accrediting service. During the 1962-63 session, in accordance with the provisions of the new constitution, the Association established the Committee on Elementary Education and authorized this committee to accredit qualified elementary schools and school systems.

All members of the Cooperative Program, affiliated and accredited, participate in the regional school improvement program on a continuing basis. Requirements for school improvement activities and continued growth are incorporated as major features in the affiliation program and in the standards and procedures used in rendering the accreditation service for affiliated schools.

An affiliated school can be an active participant in the school improvement program indefinitely without seeking accreditation or after one year of participation in the affiliation program, it can take the steps leading to accreditation. The school, however, cannot be accredited, regardless of its resources, unless the staff continues to engage in official school improvement activities.

The willingness of the Cooperative Program to offer an accrediting service to participating schools is based upon the assumption that the attainment of quantitative standards can be recognized through the accrediting process without losing sight of the value of conducting carefully planned programs of continuous school improvement.

◆

Overview of the Guide

Groups using this guide will better understand its purposes and design by noting the plan of organization.

Section One. This section deals with evaluation in general. Reasons for evaluating the school are discussed and probable outcomes of evaluation are given. Some suggestions are given which may help faculties and parents feel more secure as they begin to decide how to evaluate the school program. The relationship between accepted values and evaluation is discussed. A cycle of evaluative steps is presented. Consideration is given to the evaluation of proposed changes and innovations.

Section Two. This part guides the faculty through the self-study. It is divided into six major areas and then subdivided in one instance for a more thorough treatment of an area. The divisions are as follows:

A. Purposes
B. Program
    1. *Knowledge of children to be taught*
    2. *Scope of the program*
        a. *The English language arts*
        b. *Social studies*
        c. *Mathematics*
        d. *Science*
        e. *Physical and mental health*
        f. *Aesthetic appreciation and creative expression*
        g. *Other curricula activities*
        h. *Special services*
    3. *Organization for learning*
    4. *The teaching-learning process*
C. Personnel
D. Facilities
E. Community-School Interaction
F. Coordination

In this section an attempt has been made to relate each division to the others. For example, when certain types of materials are accepted as desirable in physical education, it is understood that such materials are necessary for a balanced program in physical education, and further that a broad physical education program is needed within the total instructional program. In turn, the total instructional program must be in keeping with the broad functions of the elementary school and with the values held. This part of the guide should, therefore, be thought of and used as a whole. As one uses it, he will, from necessity, consider at times isolated aspects of the program. His interest, however, should be on the relatedness of the parts to the whole and on the total effect of the school's program on the child.

Throughout Section Two an attempt has been made to emphasize the responsibility that adults in a community have to help children develop a sense of values, to guide children into exciting and truly educative experiences, to help children meet their basic human needs, and to work for character development. Such emphases indicate, in no small measure, the point of view held by the persons who have contributed to the development of this guide.

Selected bibliographies for each section of the guide are given. While the references listed are believed to be among the best available, most faculty groups, and surely most state committees on elementary education, probably will want to develop more detailed listings. Most state departments, the United States Office of Education, professional organizations, and school systems have publications which should be of inestimable help to teachers in clarifying a conception of what "ought to be." Many films, available through film libraries, and many articles in current magazines can and should be utilized by faculties as they study together and with parents.

The availability of resource people, in addition to the official consultant, should be explored by study groups seeking assistance. Such persons should be selected with reference to particular jobs, and should be invited to join in the process whenever a need for their services is felt by the group. Resource people from the state department of education, teacher-education institutions, and nearby school systems may be useful. The supervisory and administrative staff of the local school may be utilized. Community members with special interests and talents, such as pediatricians, psychiatrists, nutritionists, or social workers may be used effectively. Parents have a definite contribution to make.

Section Three. In Section Three, the faculty is given assistance in summarizing planned school improvement projects and in determining priorities. In the process of completing Section Two, the Major Areas of the Self-Study, the faculty will have identified areas needing improvement and will have made tentative plans to remedy or improve the situation in each case. Section Three leads the faculty to view all of these plans and to make decisions concerning their relative importance and the sequence in which they should be implemented.

The Appendix. The Appendix has three parts. Appendix A contains the official outline to be used in preparing the report of the self-study. Appendix B provides a review of the steps in the accrediting process. Appendix C gives the membership of the Writing Committee responsible for this publication.

SECTION ONE

Evaluation of the School

School evaluation prompts questions about the need for evaluating a school, the possible outcomes of an evaluation, the nature of the process, and the specific procedures recommended. The paragraphs that follow are intended to provide some answers to these questions.

Why Evaluate the School?

A continuous evaluation of the total school program is basic to a well-planned and dynamic program in a constantly changing society. A school considered adequate in the past is probably inadequate today and a school considered good today may be quite inadequate tomorrow. Therefore, school personnel, parents, pupils, and others should be interested in constantly studying the effectiveness of their school in terms of accepted values and purposes.

Such a study necessitates looking to see where we have been, where we are now, and where we need to go. It means considering the values and purposes toward which the school is striving. It also means considering what is happening to the pupil. Through such a procedure, it should be possible to determine strengths and weaknesses of the school and to plan for improvement.

◆

Probable Outcomes from a Program of Evaluation

The benefits that result from participating in a systematic evaluation will be determined, in large measure, by the faculty's basic beliefs. No group should expect values growing out of the procedure to be any richer than the understandings brought to the study and those developed as the project progresses. Nevertheless, faculties which have seriously undertaken and have effectively worked at the process of self-evaluation rather generally agree that many, if not most, of the following conditions have resulted: (1) better understanding of, and commitment to, purposes, (2) an improved program, (3) improved personnel, (4) better utilization of facilities, (5) better school-community interaction, and (6) better coordination.

Better understanding of and commitment to purposes. As the staff, working with resource persons, parents, and children, reaches agreement on purposes of the school, the daily instructional program becomes more purposeful. There is a growing awareness of what the total school experience should mean to children and of the relatedness of each part of the program to the entire educative experience.

Improved program. The real measure of the effectiveness of the evaluative activity is, in large degree, determined by the extent to which pupils have better living and learning experiences at home and school. As parents, pupils, and teachers work together to improve each area of the curriculum, the result should be an observable improvement in program.

Improved personnel. When all concerned with school improvement give attention to selection and use of personnel, the result should be better staff. Faculty members working together in the self-evaluation process develop unity of purpose, greater teamwork, and a deeper sense of group loyalty.

Better utilization of facilities. As the faculty, with pupils and parents, begins to look over the school plant and other available resources, it usually finds that more effective use can be made of existing facilities. Plans are made for more effective sharing and for rotation of materials and equipment. Planning for new facilities is based upon determined needs.

Better school-community interaction. As the faculty works with pupils and parents in an evaluation, the community begins to realize more fully what the school is trying to do for children. A deeper awareness on the part of both the school and the community of the resources each has to offer has usually grown out of the evaluative activity. As a result, children have more direct contact with community life, patrons become more sensitive to children's needs, and school and community work more closely in promoting educational objectives.

Better coordination. Careful planning and cooperation of all persons concerned with the school should result in improved coordination of all of the elements contributing to a good school program. This improvement should be noticed at both the system-wide and school-wide levels.

Nature of the Evaluative Process

To achieve a good program, teachers, pupils, and parents must plan together. During this planning many decisions are made. Such decisions depend upon what people value. They decide, for instance, whether practices are desirable or undesirable on the basis of how well the practices achieve the school's accepted purposes. This is evaluation.

Evaluation is a process of focusing on values—considering what values are desirable, what values are in evidence, how values are related, and how they are emerging and improving the learning situation. As individuals evaluate their school they need:

1. *To hold certain purposes and goals to be valuable.*
2. *To look for evidence that the values are being respected or violated.*
3. *To think through ways and means of more effectively realizing the values.*

Developing an awareness of values, therefore, is the heart of good evaluation and learning. If an elementary school is "value centered," teachers assume responsibility for value development and provide opportunities for learning which are purposeful and closely related to daily living.

In the paragraphs that follow, several guiding principles for making value judgments during evaluation are presented.

Values have reference at the same time to individual and group welfare. As one evaluates, he needs to consider what each child is learning as well as what the group is doing. While the child is due respect in a democracy, he does not have license to do as he pleases. In a good classroom each person makes his unique contribution just as one musician contributes to the harmony produced by the orchestra.

The good teacher realizes his responsibility for arranging situations so that there is opportunity for each child to grow as a person and as a member of the group. To cope with today's problems, each child must have a wide range of information and skill. At the same time, each person and the group must demonstrate increased ability in moving toward common and shared goals. The teacher wants each child to use his talents and to contribute in ways which are best both for him and the group. Everyone benefits if each individual knows how to assume his share of responsibility. The teacher, therefore, tries to make sure that each child succeeds.

If the school is respecting this principle, each child will grow in his ability to keep his commitments, share with the group, keep his mind open to suggestions, make adjustments easily, and act as a free individual who accepts responsibility.

Values often come in clusters, sometimes reinforcing each other and sometimes cancelling each other. Most learning situations have many values. For example, one situation may provide an opportunity to improve skill in communication—reading, writing, spelling, speaking, and listening. Attitudes are being formed while skills are being developed. Whether the attitudes are desirable or not depends upon the total learning situation.

The richer the situation in total values, the greater the possibility for individual and group growth. Good elementary schools provide opportunities for children to learn about a wide variety of things, but not as separate fragments. The curriculum of the good elementary school is coordinated; the child's school day consists of large blocks of time spent purposefully solving real problems. This does not mean, however, that pupils do not practice skills.

Values may cancel each other. If a child is asked to analyze a poem, he may become involved in the poem's structure and thus lose its beautiful thought. The aesthetic values and meaning in the poem may be cancelled by techniques of analysis. A pupil's handwriting and attitude toward writing may be unwholesomely affected by assigning words, phrases, or sentences to be copied a certain number of times as punishment. Development of number concepts may be blocked if pages of arithmetic are assigned as punishment or busy work.

When the child's experiences over an entire day are related and consistent, when subject matter is taught so that appreciations are not destroyed, and when opportunities are provided for the development of healthful habits, then the school is recognizing this principle.

Values are relative and may change in the light of circumstances. Music, art, and crafts have appeal in the classroom and provide good learning situations. But when carried beyond needs and interest, they lose value. Basic skills are very important, but if taught to the point where desirable habits and attitudes are not being formed they, too, lose value.

Unless balance is maintained, educational progress may go off at a tangent. The school that prides itself on an extremely large and well equipped library at the expense of art materials, simple equipment for science, or space for enough classrooms, is not weighing values in terms of the over-all picture. A teacher who is so insistent on correct speech that children stop talking for fear of having their mistakes become the object of criticism is losing more than he is gaining.

The good elementary school teacher is constantly alert to the changing conditions of the individuals and the group he is guiding. There may come a time when speed in number combinations should be realized. If the teacher insists on drill before real meaning is built, however, the children will be sacrificing understanding for speed. Understanding is always the chief concern of the teacher, but he must also realize that speed is desirable along with understanding.

Teachers and pupils observe this principle when they work on the total job to be done, instead of working on parts out of relation to other parts. They select things that need attention in terms of urgency and over-all situation, allocate their time wisely, shift their attack to meet emergencies without getting off the track, and continuously take stock of the important things to do next.

Values cannot be fully realized without follow-through or continuity. If the teacher emphasizes one value at a time, there will be a temporary gain in that one kind of learning. This is illustrated by the two teachers, one of whom said with pride, "The pupils in this room have read many readers, some more than others according to their abilities." The other said, "I believe in thoroughness. My pupils have read one reader many times. I want to be sure they understand what they have read." Repetition does not necessarily strengthen comprehension. Comprehension is something that grows gradually throughout the lifetime of an individual. Extending the range of reading interests is also important. The school, therefore, must plan a continuous program to broaden and extend comprehension and reading interests.

The good elementary school does not concentrate on developing one particular skill such as spelling one year, reading the next, and other skills in like manner. The faculty does not study child growth and development one year and forget about it the next. All things cannot be accomplished at one time, but emphasis on a particular area must be tempered with an awareness of inter-relationships.

This principle is realized when the faculty and the individual teachers have long-range as well as short-range plans, when they work so that teachers of a certain age group know the experiences of the groups above and below, when they look at children's growth in terms of a long-time span, and when they work for consistency, although not uniformity, in teaching methods.

Values can be discovered only through use of appropriate techniques and processes. One does not find the length of a table top with a thermometer or the temperature of a room with a ruler. Each is found when the processes and techniques are in accord with the desired values. In the elementary school, values are discovered through the use of techniques and processes which are in harmony with individual and group welfare. For example, as the faculty meets to evaluate the school the group will be seeking to identify strengths and weaknesses through thinking, discussing, re-thinking, and making decisions. As each member of the group participates, leadership, privileges, and responsibilities should be shared. Thus, as the faculty works together, tangible improvement will result in the school, and each individual will grow in effectiveness.

Ways of interpreting growth in the learning of facts and skills have been fairly well established; but, important though they may be, facts and skills do not constitute all learning. Pupils also grow in attitudes, in degrees of responsibility assumed, in the ability to do critical thinking, and in the development of good work habits. Progress in such areas may be reflected in anecdotal records, behavior inventories, and other forms of progress reports. This growth can be reported by teacher-pupil and teacher-parent conferences, by individual notes to parents, and by various other methods. Consideration of total growth should always be present.

◆

How to Evaluate the School?

Because the faculty is the group most directly concerned with the implementation of the school program, it is essential that it assume responsibility and leadership for continuous evaluation of the program. As the faculty attempts to study the effectiveness of the school, it should keep in mind that practices should change as values and purposes vary. Outcomes, therefore, should be evaluated in terms of how well they satisfy purposes, and in terms of limitations within the local setting. Certain principles and understandings regarding human growth and the teaching-learning process should also be remembered. Growth does not take place on schedule according to a predetermined pattern nor does any one aspect of growth take place in isolation. Growth may come at different rates in different areas. Many aspects of growth may appear simultaneously.

Evaluation is more than measurement. It includes (1) stating values and purposes in terms of the needs of individuals and the group, the community, and an ever-changing society; (2) securing evidences that these values and purposes are being realized; (3) interpreting the evidences gathered; (4) redefining values, setting up new purposes, and planning new practices in terms of the modified purposes. In light of these assumptions, the evaluation process must be continuous. Such a process includes an analysis of the way the total school program contributes to the development of the child as he grows into complete and worthwhile membership in a democracy and the world. It is necessary, therefore, to look not only at the values and purposes but also at the existing school environment and the practices used for realizing purposes.

Basic principles to guide evaluation. Although there are vast differences of opinion as to how the above four steps might be carried out most effectively, there are some accepted basic principles that can be used to guide a program of evaluation. Significant among them are:

1. *Evaluation must be made in terms of the purposes or values of the individual school. It should be broad enough to appraise progress in relation to all the purposes of the school, and should be concerned with all phases of the school's program.*

2. *Evaluation is a cooperative process involving participation of all persons affected by the program. Best results are achieved when the group decides voluntarily to analyze and evaluate its own program.*

3. *Evaluation is a continuous process, which reveals the strengths and weaknesses of the school's program, and brings about improvement in living and learning conditions for children.*

4. *Self-study and self-evaluation are important parts of the evaluative process which may be strengthened by the use of consultants, specialists, visiting committees, and others who are not members of the school's staff.*

5. *Since much of the value to be gained from self-evaluation results from the process of planning and working together, specific ways of working should be determined by the local group in relation to the needs and problems of the specific situation.*

The characteristics of a suggested plan of evaluation. There is no best way to evaluate a school. Communities differ. People differ. School problems vary. Each faculty, working with parents and pupils, and utilizing consultant help when desired, must determine the most appropriate organization for self-study and evaluation.

This guide suggests a cycle of steps which are appropriate in the evaluation of any phase of a school's program. This cycle is consistent with the principles of evaluation stated earlier in this section.

Some of the significant characteristics of this plan of evaluation are:

1. *The assumption that the staff is already working on some of the school's major problems and that the faculty voluntarily undertakes the task of evaluation of the total school program,*

2. *The involvement of the entire staff in the self-evaluation of each phase of the school's program,*

3. *The utilization of special resource persons, secondary school teachers, parents, and children when they have a contribution to make,*

4. *The emphasis upon professional reading and study,*

5. *The expectation that the entire staff continue its study and discussion until agreement is reached whenever there are differences of opinion,*

6. *The pacing of effort over a sufficient period of time to prevent undue fatigue and a "hurry up, let's get through" attitude,*

7. *The evaluation of an educational program for a particular group of children in a given community setting, and*

8. *The necessity of basing evaluation upon values.*

Using the Cycle

A faculty, under the leadership of the principal, faced with the necessity of getting the self-study started and making participation interesting and challenging, may proceed successfully in many different ways. One procedure, however, is being recommended here because it moves the study forward quickly, with each member of the faculty contributing on the basis of his background, and with authorities and research being used to help the group make sound decisions. The procedure includes a cycle of steps, as follows:

1. **What is desirable for this school or system?**
   - A. The staff identifies its current beliefs about what is desirable.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its beliefs about what is desirable.
2. **What does the school or system have?**
   - A. The staff describes the present status.
   - B. The staff compares the present situation with its refined beliefs about what is desirable.
     1. The staff identifies the strengths of the school or system.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these current efforts to improve.
4. **What additional plans should be made to improve?**

Since this cycle will be used in evaluating each phase of the elementary school, it seems appropriate to give detailed explanations and suggestions.

Cycle 1-A, The staff identifies its current beliefs about what is desirable. As the staff approaches each area of the self-study, it should immediately, without previous group discussion or individual preparation, make a tentative (incomplete), non-technical statement of what the members believe. This statement should include beliefs about the purposes, time allotment, organization for instruction, instructional methods and materials, and ways of evaluating pupil progress.

The chairman can proceed in any way he thinks best to obtain this preliminary statement during the study group's first meeting. Some ways that others have found successful are:

1. *The chairman might ask each teacher to list one, two, three, or more of his beliefs. Then, the statements may be consolidated by referring them to a subcommittee, by having someone serve as a chalkboard recorder as each person lists his beliefs, or by using some other more practical or creative procedure.*
2. *The chairman might divide the faculty into small buzz groups and instruct each buzz group to formulate cooperatively a certain number of beliefs about the area being studied.*
3. *The chairman might start a discussion about the beliefs of parents and teachers concerning the area being studied and as statements emerge from the discussion have the chalkboard recorder list the benefits.*

At the end of the first meeting, the faculty should have a rough, incomplete statement of its beliefs about the area of the school being studied. This statement should follow no special style and need not be recorded on special forms. It is not a permanent record but is intended exclusively for the faculty's use in proceeding with the next step in self-evaluation.

Cycle 1-B, The staff looks at the beliefs of others. The tentative statement must be considered in the light of what others (professionals and non-professionals) believe to be desirable for an elementary school. By comparing the beliefs of others with the statement made by the faculty during the first meeting of the study group on this phase of the study, the faculty will identify areas not included in the original statement, and will uncover data that may cause the faculty to modify the wording and meaning of its initial statement.

Successful self-study requires the members of the faculty to do extensive reading and study of professional materials. Those responsible for deciding how the faculty will examine the beliefs of others may be helped by the following suggestions:

Consultant pertinent professional literature.

The faculty, working as a total group or in smaller work groups, might take several of the leading books on elementary education and compare the statements of these authors (concerning the purpose, instructional methods, materials, time allocation, and pupil evaluation) with the faculty's initial statement, seeking agreements, conflicts, and omissions.

Examine available research

In areas of disagreement, small committees of the faculty may investigate research studies and summaries of research and compare the conclusions with the faculty's original statement of beliefs. Selected bibliographies of professional materials may be found at the end of each section of this publication.

Seek the views of local personnel

In addition to studying the professional literature, a faculty may wish to seek the views of pupils, parents, specialists, and others concerning their beliefs and use the ideas in revising the faculty's original statement of beliefs.

Cycle I-C, The staff refines its beliefs about what is desirable. As a result of comparing the beliefs of others with the tentative statement of the faculty, the study group should be ready to make a more sound, more complete, and more refined statement.

The refinement goes on in the process of comparing beliefs (described above) but the final product may be the result of additional effort. However, if a chalkboard recorder is used in noting agreements, conflicts, and omissions in the previous step, necessary changes and additions can be made as the group makes decisions. If an individual, designated as secretary, simply keeps notes on the findings, it will be necessary for the secretary or a small committee to rewrite the statement of beliefs and submit it to the entire faculty for appropriate action. The refined statement of beliefs represents the best thinking of the entire staff.

Cycle II-A, The staff describes the present status. The faculty, through study and discussion, has arrived at a consensus and has stated its beliefs about an ideal program for the children in a particular school. The next step is to focus the group's attention on the present status. An outcome should be a clear, concise statement of the present program or situation. This description should be marked by honesty, frankness, and candor. No school has a program which is ideal in every respect and none is likely ever to have.

Cycle II-B, The staff compares the present situation with its refined beliefs about what is desirable. The staff has stated what it believes to be a desirable situation for its school and it has also described the actual situation. By comparing the two, the staff can easily identify both the strengths in the present program and the areas which need improvement.

Cycle III, What is being done to improve? When weaknesses are discovered, many schools find areas where immediate progress may be made. Many of the needed improvements may have been started before the beginning of formal evaluation. At this time, the staff should identify and describe current efforts to bring about improvements.

Cycle IV, What additional plans should be made to improve? Up to this point the staff has identified and described the areas where improvements are needed and what is being done. The remaining task is the planning of follow-up activities designed to effect the needed improvements. These plans should be realistic and comprehensive. Some of them may be short-range plans; others may point the direction for future improvement when more money is available or needed staff employed. Indicating some priorities among the plans made in each area of the self-study will be helpful when the over-all follow-up program is planned at the conclusion of the study.

Evaluating Proposed Changes and Innovations

During and following a self-study, changes in the school program will be made. Since changes are inevitable, some changes desirable, and others undesirable, it is incumbent upon a faculty to evaluate very carefully proposed changes and innovations.

But what kind of changes should be made? The elementary school is being pressured by the secondary school to make certain changes. There are recommendations for change from college professors and scholars in the various content areas. Changes are being suggested by the general public, the press, the self-appointed critic, and by those who seem to desire change for change's sake. Following self-study, every staff will want to make changes and introduce innovations.

How can a faculty evaluate a recommended change or innovation before it is accepted and put into practice? The cycle of evaluative steps described earlier in this section applies only to the school as it exists and is not designed for the evaluation of proposed changes and innovations. An innovation or proposed change may be evaluated by involving the entire staff in finding answers to such pertinent questions as the following:

Is the proposed change consistent with all of the objectives of the elementary school? It is possible to adopt changes appearing to promote one or more of the purposes of the school but which tend to interfere with the attainment of other accepted purposes. In a school committed to the total development of children, it is unwise to accept a change appearing to promote the academic progress of a child if, at the same time, it interferes with the child's social, emotional, or physical well-being and his desirable self-concept.

Is the proposed innovation the best way to promote a specific objective of the elementary school? Those urging the introduction of foreign language instruction in the elementary school may state that it will lead to a better understanding of the history, the geography, the economics, the culture, and the traditions of the country whose language is being studied. Is the study of the language the best way to accomplish this objective or might a direct instructional approach be better?

Is the proposed change the best way of meeting all of the purposes of the school for all children? Some changes are recommended on the ground that they are good for some particular segment of the school population, such as the academically talented or the slow-learners. Generally, the things recommended for special groups — small classes, better teachers, improved materials — are the things needed for all children.

Are the proposed changes recommended by reliable research in the area, by the experiences of those who have tried them, and by the professional specialists and national committees which have considered them? Among the more detailed considerations which can not be ignored are these: Does the proposed innovation require the expenditure of money, the availability of special instructional materials, or the services of specially trained teachers, and are these available to the school? Will the proposed change promote high morale among the children, the parents, and the teachers and will it promote their mental health and avoid over-anxiety? Will the proposed practice be tried out in a pilot study and carefully evaluated before it is accepted for all schools in a system?

A consideration of change in the elementary school would be incomplete without reference to the need for genuine research. Desirably, every school staff should become involved from time to time in experimentation. Experimentation means a carefully conceived research design with adequate controls, the collection and statistical treatment of data, and a statement of conclusions supported by the evidence gathered. Even when the school faculty is not conducting formal research and experimentation, creative teachers are finding better ways of doing things and are striving to perfect their instructional techniques. Teachers should be free to try any methods and techniques which meet the criteria suggested in this section.

Change is the inevitable outgrowth of self-study but changes should be consistent with the criteria used to evaluate them.

SECTION TWO

Major Areas of Study

[illegible]

[illegible]

Purposes

Purposes are the indispensable element in good evaluation. Evaluation consists of determining the extent to which accepted purposes are being achieved for all children. Evaluation of the overall, total school program consists of determining the extent to which the overall purposes are being accomplished. Evaluation of one area of the curriculum, such as mathematics, consists of determining the extent to which the purposes for instruction in that area are being accomplished.

Each member of the staff should take a new look at his school. This is necessary because he may have become so accustomed to the things around him that he ceases to observe. He might pretend that he had never seen this particular school and ask himself, "Is this a good school for children?" The answer to the question may be found by comparing what he sees with what is desirable, defensible, and ideal for children and for the community. Recognizing that the school is only **one** agency concerned with the education of children, he asks, "What should the school be doing for the boys and girls of this community?" When parents, teachers, and children agree on the answer to that question, they have arrived at a statement of purposes.

All true teaching is purposeful but parents and teachers do not always agree on the purposes of the school or about the purposes for a particular instructional area of the curriculum. Teachers may show as much disagreement among themselves about purposes as does the general public.

Why is it that men of good-will honestly disagree about the purposes of the school? Each person has, through the totality of experience, developed a philosophy or statement of values. Since the experiences of persons differ so widely, differing philosophies or statements of values may be expected. Each person derives his own statement of the purposes of education by relating it to the values he holds for the individual child and the values he cherishes for society, and by determining the school's responsibility for promoting these values.

Because there are great differences of opinion about the general purposes of the school and about the purposes of a particular phase of the instructional program, it is imperative that a total school staff take as much time as needed to study, discuss, agree upon, and state the purposes which each member of the faculty can accept. Parents, school board members, children, an others should be involved in reaching decisions about the purposes of the school.

No statement of purposes should ever be allowed to become stagnant. In our rapidly changing society there may be changes in the values we hold for society and for the children in that society. There may be, therefore, changes in the purposes of the school. Consistent effort must be made to keep the statement of purposes current and to help new teachers joining the staff understand and accept the stated purposes of the school.

Until agreement has been reached on the statement of purposes, no effective evaluation can take place.

In the paragraphs that follow a procedure for reaching agreement on the purposes of the total school is suggested. This procedure is a modification of the cycle explained in Section One. A modification was necessary because the area of purposes does not lend itself to the same treatment intended for the other five areas. The procedure suggested for developing a sound statement of purposes includes these steps:

1. *The staff states its current beliefs about the purposes of the school.*
2. *The staff then looks at the community.*
3. *The staff next looks at the children served.*
4. *The staff also looks at the beliefs of others.*
5. *The staff now refines its statement on beliefs about the purposes of the school.*
6. *The staff plans to examine and revise the statement periodically.*

Stating the Staff's Current Beliefs about the Purposes of the School.

What should the school be doing for the children enrolled? This is a question faced by the staff at its first meeting on purposes. To answer the question satisfactorily, the staff members will need to gather much data and synthesize these findings with their current beliefs. Obviously, the task cannot be completed in one meeting for it will take time to collect and use the data in the formulation of a sound statement. The first step toward the production of a final statement, however, should be made during the first meeting of the staff. That step is the drafting of a rough, tentative statement of the purposes of the school.

Ways to produce the tentative statement during the first meeting are many and varied as indicated in Section One. The choice rests with the status leader. He may ask each member to write one or more purposes of the school on a slip of paper and then compile these purposes for a tentative statement. He may divide the faculty into subgroups, each charged with the responsibility of formulating and reporting a specified number of purposes which, when compiled, become the tentative statement. He may lead the total groups in a discussion on purposes, and as each purpose emerges, he may have a secretary record them as the tentative statement. Or, he may use some other procedure he thinks more creative or more productive. Regardless of the procedure used, the faculty should emerge from the first meeting with a preliminary statement of purposes—rough, incomplete, and maybe even unsound.

This statement should follow no particular style and it is not to be recorded on any special forms. It is intended exclusively for the faculty's use in proceeding with the next step.

Looking at the Community.

A school never exists in isolation but always functions in a particular community setting which in some respects is like all other communities, but in other respects is different. Before final agreement is reached on the purposes of a school, a study should be made of the community the school serves to be sure the stated purposes are consistent with community conditions.

The staff may use various ways to understand the community and to arrive at a written statement describing the community served by the school. The report of the community study should contain information about the location, size, and character of the community. Of special interest will be the educational level of the people and their educational aspirations for their children. The cultural activities of the community should be appraised and agencies, other than the school, which contribute to the education of children should be identified. Agencies and special resources of the community which may be called upon to assist the school in its program should be noted. Information about the community should be reported as outlined by Part A of CPEE-SACS FORM 4 and these data used in testing the soundness of the tentative statement of beliefs about the purposes of this school in this community. Changes should be made in the tentative statement in order that the stated purposes will be consistent with the community served.

Looking at the Children

Each school is organized to meet the needs of a particular group of children; therefore, the tentative statement of beliefs about the purposes of the school must be viewed in the light of the general characteristics of the children the school serves. To carry out this obligation, it is necessary for the staff to gather data on the stability of the school population, socioeconomic factors, general health factors, including food habits, cleanliness, manners, language usage, educational ambitions, attitude toward school, dropout incidence, and leisure-time activities. These data should be recorded as outlined by Part B of CPEE-SACS FORM 4 and then used by the staff to test the soundness of the tentative beliefs for this group of children. Changes should be made in the tentative statement when these data dictate the need.

Looking at the Beliefs of Others about the Purposes of the School

The faculty's tentative statement of the school should be considered in the light of what others believe to be the purposes of a good elementary school. Successful self-study requires members of the faculty to do extensive reading and study of professional materials. Consideration must be given to the statements of purposes expressed by committees, commissions, and specialists in the field. The bibliography at the end of this section will be helpful in aiding the staff in selecting appropriate professional literature which should be considered. In addition to studying the purposes discussed in the professional literature, a faculty may wish to seek the views of pupils, parents, and specialists concerning their beliefs. Ample time must be provided for full staff participation in the discussion of the beliefs of others and the implications for improving the program of the particular school.

By comparing the beliefs of others with the tentative statement made by the faculty during the first meeting of the study group, the faculty will find support for specific parts of the tentative statement, will identify areas not included in the original statement, and will uncover data that may cause the faculty to modify the wording of its initial statement.

Refining the Statement of Beliefs about the School's Purposes

The staff should now be ready to make a sounder, more complete, and more refined statement of beliefs concerning the purposes of school. The refined statement should represent the thinking and agreement of the entire staff. This statement should be recorded and included in the report of the self-study as reported in Item 1, Part C, Form 4. Its contents become the basis for all the other steps in self-study and evaluation. From this point on, the staff will be asking, "To what extent have the accepted purposes of the school been accomplished for all children in our school?"

Reporting Procedures and Plans

Following the recording of the refined statement of purposes, a summary should be made of the procedures used by the faculty as it sought agreement on purposes. This should include a description of the way the faculty worked (1) to get its tentative statement of purposes, (2) to relate the statement of purposes to the particular community and the children in the school, (3) to compare the beliefs of others with the tentative statement, and (4) to complete the refinement of the final statement of purposes. These descriptions should be included in the report of the self-study as requested by Item 2, Part C, Form 4.

Examining and Revising the Statement Periodically

The statement of purposes must be examined and revised periodically if it is to meet the needs of a changing society and if it is to represent the beliefs of a school staff that may change from year to year. As new needs, new pressures, and new emphases emerge, the school's purposes may change. As new persons are added to the faculty, the problem of having the statement of purposes represent their belief arises. Each faculty, therefore, will have to formulate plans for reviewing the statement with the new teachers, and for considering periodic revisions of the statement. Some schools, in pre-school conferences, consider the statement of purposes, inform new teachers, and begin the year's work with the accepted purposes clearly in mind. Some schools have found time at mid-year to look again at the purposes of the school and to consider the extent to which the purposes are being accomplished.

The plans that are developed by the faculty for keeping the statement of purposes current should be included in the report of the self-study as requested by Item 3, Part C, Form 4.

Summary

Purposes are the indispensable element in a good school and in evaluation of a school. Purposes are dynamic and give direction to the total school program. Questions concerning organizational procedures, instructional methods, time allocation, and materials can all be answered by consideration of the question, "Is this the best way we know to accomplish all of the purposes of the school for each child?" All school practices must be consistent with the purposes of the school.

Parts A, B, and C of the outline shown in CPEE-SACS FORM 4, when completed by the faculty, constitute the report on the area of purposes.

◆

Selected Bibliography

The following are some of the materials that may be helpful to a school faculty working in the area of purposes (other available basic references as well as more recent and local publications should be used):

Caswell, Hollis L. and Arthur W. Foshay. *Education in the Elementary School.* New York: American Book Company, 1957.

Cooperative Program in Elementary Education. *Evaluating the Elementary School.* Atlanta: Southern Association of Colleges and Schools, 1951.

Cooperative Program in Elementary Education. *Good Schools for Children.* Atlanta: Southern Association of Colleges and Schools, 1951.

Cooperative Program in Elementary Education. *Looking at Your School.* Atlanta: Southern Association of Colleges and Schools, 1955.

Cressman, George R. and Harold W. Benda. *Public Education in America.* New York: Appleton-Century-Crofts, Inc., 1961.

Educational Policies Commission. *Education for All American Children.* Washington: National Education Association, 1948.

Educational Policies Commission. *The Central Purpose of American Education.* Washington: National Education Association, 1961.

Education Policies Commission. *The Purpose of Education in American Democracy.* Washington: National Education Association, 1938.

Educational Policies Commission. *The Unique Function of Education in American Democracy.* Washington: National Education Association, 1937.

Evalutive Criteria, 1960 Edition. Washington: National Study of Secondary School Evaluation, 1960.

Hanna, Paul R. *Education, An Instrument of National Goals.* New York: McGraw-Hill Book Company, 1962.

Harrison, Raymond H. and Lawrence E. Gowin. *The Elementary Teacher in Action.* San Francisco: Wadsworth Publishing Company, Inc., 1958.

Haskew, L. D. and Jonathon C. McClendon. *This Is Teaching.* Chicago: Scott, Foresman and Company, 1962.

Husbands, Kenneth L. *Teaching Elementary School Subjects.* New York: The Ronald Press Company, 1961.

Kearney, Nolan C. *Elementary School Objectives.* New York: The Russell Sage Foundation, 1953.

Klausmeier, Herbert J. and Katherine Dresden. *Teaching in the Elementary School.* New York: Harper and Row Publishers, 1962.

Lee, J. Murray and Dorris May. *The Child and His Curriculum.* New York: Appleton-Century-Crofts, Inc., 1960.

Logan, Lillian M. and Virgil G. *Teaching the Elementary School Child.* Boston: Houghton Mifflin Company, 1961.

Lucio, William H., Clifton L. Hall, Samuel H. Holton, Frederick D. Hershner, and William W. Savage. *Readings in American Education.* Chicago: Scott, Foresman and Company, 1963.

McKim, Margaret G., Carl V. Hansen, and William L. Carter. *Learning To Teach in the Elementary School.* New York: Macmillan Company, 1959.

Mehl, Marie A., Hubert H. Mills, and Harl R. Douglass. *Teaching in Elementary School.* New York: The Ronald Press Company, 1958.

Norris, Robert B., Herbert C. Tag, Doris E. Nason, and Richard F. Neville. *Foundations for Elementary School Teaching.* New York: The Ronald Press Company, 1963.

Ragan, William B. *Modern Elementary Curriculum.* New York: Holt, Rinehart and Winston, Inc., 1964.

Superintendent of Documents. *Implications for Elementary Education, Follow-Up on the 1960 White House Conference on Children and Youth.* Washington: Government Printing Office, 1961.

Program

The program is the very heart of the school. It includes all opportunities for activities and experiences for which the school is responsible: guiding children's growth and development and contributing to improvement of the quality of living in the community. The program must be broad enough to meet the refined statement of purposes developed by the staff. It must provide value-rich situations consistent with the purposes of the school. To achieve such a program requires:

1. *Knowledge of children to be taught,*
2. *Understanding of and emphasis upon the elements of a good instructional program, (This includes the program in language arts, social studies, science, mathematics, physical and mental health, aesthetic appreciation and creative expression, special services, and any other phases of the school's curriculum.)*
3. *Good organization of the opportunities for learning, and*
4. *Implementation of desirable aspects of the teaching-learning process.*

This section relates to the evaluation of the instructional program. It is suggested that the complete cycle of evaluative steps described in Section One be used to evaluate each phase of the school program. While this technique leads a faculty to consider only one segment of the instructional program at a time, the interrelatedness of the various segments and impact of the total program on children in the school must be kept in mind and be major concerns of the staff.

Knowledge of Children To Be Taught

Written statements of philosophy of education generally include the phrase, "meeting the needs of the child." All schools commit themselves to the task of promoting the wholesome growth and development of each child in the school.

Basic to building an instructional program that promotes wholesome growth and development is an understanding of children—what their abilities are, what they are interested in and why, what their individual needs are, what makes one child different from another, why children behave as they do, and how they actually learn. Recognizing that every child is worthwhile and that every child is unique, understanding that all children face developmental tasks which vary according to the culture, understanding the science of human development and behavior, and understanding basic conditions that are favorable or unfavorable to learning are all fundamental in providing good learning experiences for children. In addition, consideration must be given to the interaction of all of these factors. The school must be concerned also with the happiness, success, and welfare of the people in the community—their behavior, their literacy, their recreation and amusement, their health, and their ways of making a living.

What knowledge of children do teachers need in order to implement a desirable school program? A teacher needs to understand the child in his home and community environment. Knowledge is needed of the child's interests, motivational drives, his past successes and failures, his health status, his school achievement, his mental abilities, and his emotional adjustment.

Many good schools have made plans for obtaining the needed information about children. Among the techniques used to learn about children are studying intelligence and achievement test results and responses to teacher-made tests. Making home visits, holding conferences with parents and previous teachers, studying cumulative records, administering and interpreting sociograms, and conferring with children are among the useful techniques for gaining knowledge about a child. In a limited number of schools, psychologists and guidance counselors are available to help teachers understand children better and to guide children in the solution to their personal and academic problems. In all schools, the classroom teacher is responsible for the guidance services to the children in the classroom. The knowledge of children which is gained through considerable effort must be put to use in providing the best possible experiences for each child.

Evaluation. An evaluation of this area suggests the need for finding answers to a number of questions.

1. *What kinds of information should a teacher have about a child?*
2. *What are the methods and techniques for gathering the information which is needed?*
3. *What community agencies can and will cooperate with the school in studying children?*
4. *How may data about children be recorded so that it is available to the teacher who needs it?*
5. *After the knowledge of children is available, what are the best uses which may be made of it?*

To evaluate the effectiveness of the school in the area of knowledge of children, the following evaluative steps should be followed:

1. **What is desirable?**
   - A. The staff states its current beliefs about the information needed on each child.
   - B. The staff looks at the beliefs of others about the information needed.
   - C. The staff refines its statement of beliefs about the information needed.
2. **What does the school have?**
   - A. The staff identifies the information it has about children.
   - B. The staff compares the information it has with its beliefs about the information needed.
     1. The staff identifies strengths.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

The results of the self-study of this area should be reported according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Knowledge of Children To Be Taught.

Selected bibliography. The following are some of the materials that may be helpful to a school faculty concerned with knowledge of children served by the school (other available basic references as well as more recent and local publications should be consulted):

Association for Childhood Education International. *How Do Your Children Grow?* Washington: The Association, 1959.

Association for Supervision and Curriculum Development. *Human Variability And Learning.* Washington: National Education Association, 1961.

Association for Supervision and Curriculum Development. *Fostering Mental Health in Our Schools.* Washington: National Education Association, 1950.

Association for Supervision and Curriculum Development. *Perceiving, Behaving, Becoming: A New Focus for Education.* Washington: National Education Association, 1962.

Beauchamp, George A. *The Curriculum of the Elementary School.* Boston: Allyn and Bacon, Inc., 1964.

Beauchamp, George A. *Basic Dimensions of Elementary Method.* Boston: Allyn and Bacon, Inc., 1959.

Breckenridge, M. E. *Growth and Development of the Young Child.* Philadelphia: W. B. Saunders Company, 1963.

Center for the Study of Instruction. *Education in a Changing Society.* Washington: National Education Association, 1963.

Cronbach, L. J. *Educational Psychology.* New York: Harcourt, Brace and World, Inc., 1963.

Crow, Lester D. and Alice. *Readings in Child and Adolescent Psychology.* New York: Longmans, Green and Company, 1961.

Department of Elementary-Kindergartens-Nursery Education. *Improving Education Through Direct Study of Children and Youth.* Washington National Educational Association, 1963.

Gardner, D. Bruce. *Development in Early Childhood.* New York: Harper and Row, Publishers, Inc., 1964.

Garrison, Karl D. *Growth and Development.* New York: David McKay Company, Inc., 1959.

Gesell, Arnold, Frances L. Ilg, and Lois Bates Ames. *Child Development: An Introduction to the Study of Human Growth.* New York: Harper and Row, Publishers, Inc., 1949.

Getzels, Jacob B. and Phillip W. Jackson. *Creativity and Intelligence.* New York: John Wiley and Sons, Inc., 1962.

Gordon, Ira J. *Human Development: From Birth through Adolescence.* New York: Harper and Row, Publishers, Inc., 1962.

Iscoe, Ira. *Personality Development in Children.* Austin: University of Texas, 1960.

Klausmeier, Herbert J. and Catherine Dresden. *Teaching in the Elementary School.* New York: Harper and Row, Publishers, Inc., 1962.

Kyte, George C. *The Elementary School Teacher at Work.* New York: The Dryden Press, 1957.

Mehl, Marie A., Hubert H. Mills, and Harl R. Douglass. *Teaching in Elementary School.* New York; Ronald Press Company, 1958.

Prescott, Daniel A. *Helping Teachers Understand Children.* Washington: American Council on Education, Commission on Teacher Education, 1954.

White, Verna. *Studying the Individual Pupil,* New York: Harper and Row, Publishers, Inc., 1958.

Scope of the Program

In today's complex culture it is necessary for children to develop many competencies, understandings, and skills. If children are to become competent participants in modern living, the school program must be comprehensive. If the program is to improve the quality of living in the community, the experiences provided must be based on needs and parents must share in their development.

The school must, therefore, be concerned with the child's development in the areas of language arts, social studies, science, mathematics, physical and mental health, and aesthetic appreciation and expression. These areas provide scope or breadth for the instructional program. Attention must be directed toward maintaining an appropriate emphasis on each area so that the result will be a program with proper cohesion and balance.

As a faculty attempts to discover how well the elementary school program is fulfilling its functions in each of these areas, the members must keep in mind that a simple process will not indicate the total effect of the program. For example, the intellectual development of a child cannot be considered apart from his physical, emotional, or social development. His mental capacity may seem to be low; however, if all the facts are known, it may be found that the child's lack of intellectual development is caused by personality frustration, insecurity, limited environment, hunger, poor food habits, or by some physical defect rather than by lack of capacity.

The English Language Arts

The ability to think and to communicate is one of the unique characteristics of the human race. In more primitive cultures a man can live successfully if he can listen intelligently and if he can express his own ideas orally. In more advanced cultures, a person also needs to be able to read a written language and to express his ideas in writing. These communication arts are called the language arts. In a broad sense, the language arts may be thought of as the skills which are receptive and those which are expressive. Observing, listening, and reading are receptive skills which permit a person to receive ideas from others. The expressive language skills permit the expression of ideas to others; they are speaking and writing. In a more specific sense, the language arts may be thought of as including listening, speaking, reading, writing, spelling, handwriting, capitalization and punctuation, grammar and usage, vocabulary development, and an acquaintance with good literature. Each of these phases of language is important and skill in each is necessary for the effective communication of ideas. Even though specific skills may be identified and learned, it has long been recognized that all of the specific skills of language are interrelated.

The interrelatedness of the language arts may be seen by the evidence that factors which promote growth in one area of language promote growth in all areas and factors which retard growth in one area retard growth in all areas. Growth in listening comprehension promotes growth in reading comprehension. Development of word-attack skills in reading results in improvement in spelling ability. An understanding of the writing of others facilitates better written expression. All phases of language require the use of words; therefore, vocabulary is an element common to all aspects of communication. A basic factor common to all areas of language is the thought-process. To become proficient in either reading, writing, listening, or speaking it is necessary to think clearly and to organize thoughts effectively. Each is concerned primarily with ideas and their effective expression or reception.

An instructional program in language arts must recognize the interrelatedness of the various phases of language. For matters of convenience, different aspects of language are considered separately. Just as one part of a diamond must be magnified and studied at a time, the language arts must be considered one at a time. We recognize, however, that each aspect of language is part of, and may not be separated from, the other language arts. It is further recognized that language is a part of the total experience of the learner. Incidental and planned experiences in the child's home and community environment and in the entire school experience contribute to the child's use of language.

The elementary school performs no more important task than that of helping children use language effectively. An effective use of language promotes a child's emotional stability, his mental health, and his self-concept. Skills in communication form the bases for all future learning; academic success is impossible for those who have not acquired reasonable facility in the language arts. To function effectively as a citizen in our American way of life, it is necessary to be able to listen accurately and discerningly, to speak effectively, to read intelligently, and to write in such a manner that the reader may know the full meaning of what is written.

Listening. The first language skill which a child develops is listening. Early speech is largely an imitation of what the child hears. Since a child, when entering school, has been listening for the major part of his life, the school for many years assumed that there was little need to teach listening. Little effort was made to teach the child how to listen more effectively or to help the child mature his listening skills. Recognizing that much of the child's learning takes place through listening, many teachers cautioned children to "listen carefully" without making a concerted effort to teach them how. In recent years there has been a change in this respect. Listening is now identified as a major phase of the language arts program and schools are attempting to provide readiness for listening activities, to provide appropriate materials for listening purposes, to recognize desirable physical and psychological aspects of listening situations, to teach children how to decide at which level of listening they should function, and to teach children to become more discriminating in their listening.

Listening instruction is not confined to particular periods of the week when full attention is given to it. Listening is a part of the entire school day and of almost every activity of the child. Attention must be paid to this area throughout all of the activities of the school day.

An elementary school faculty that would evaluate its program of listening might strive for agreement on answers to questions such as these:

1. *Are the objectives of our listening program clearly identified and accepted by each teacher?*
2. *Does the day-to-day experience of the child result in the accomplishment of the stated objectives?*
3. *Do children make progress toward maturity in listening from year to year?*
4. *In what ways could we do a more effective job in the areas of listening and relate it to other areas of the total program?*

To evaluate the instructional program in listening, the staff should follow the cycle of evaluative steps and record the results according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Listening.

1. **What is desirable?**
   - A. The staff states its current beliefs about a desirable program in the area of listening.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
   - A. The staff describes the school's program in the area of listening.
   - B. The staff compares its present program with the desirable.
     1. The staff identifies strengths.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Oral language development. Seldom does one dispute with those who estimate that from ninety to ninety-five percent of all language activity of the typical adult is a combination of speaking and listening. Seldom does one question the value of effective oral language usage. The oral language which one uses and the methods of presenting it, indicate to some measure the degree of culture acquired by the individual, the personality of the speaker, the security or insecurity present in the situation, the emotional tone of the speaker, and the extensiveness of his vocabulary. Effective use of oral expression is required in the day-today experiences of every person and in the business and professional lives of many.

The elementary school has always accepted its responsibility for the development of oral language facility. Some programs have been rather formal with major emphasis upon grammatical correctness, speaking in formal public situations, posture, enunciation, and pronunciation. In recent years, priority has been given to spontaneity of expression but with sufficient attention to factors which make for effective language usage. Primacy has been given to having the child learn to speak to and with people with no inhibitions other than those imposed by good social usage. Attention has been centered more on such functional language activities as participating in discussions, carrying on conversations, telephoning, giving directions, story telling, making introductions, interviewing, dramatic play, and carrying on simple parliamentary procedures.

Though primacy is given to spontaneity of expression, the school is concerned about usage, diction, organization, vocabulary, and social courtesies in oral language situations. In recent years specialists in speech correction have been added to many school staffs to assist children who have speech defects.

Elementary school programs have reflected the knowledge that oral language development is not confined to special language periods. Throughout the school day and during the time the child is not in school his experiences are contributing to his language development and usage. Oral language facility is such an important part of the total development of a child that elementary school staffs should make constant evaluations of programs in this area, identifying present strengths and recognizing areas where improvement is needed. Consideration may be given to questions such as these:

1. *What are the instructional goals in the oral language program?*
2. *What specific efforts are made to improve the level of usage?*
3. *What are the best ways of encouraging spontaneity of expression?*
4. *In what functional situations do children have instruction and practice relating oral language skills to other program areas?*
5. *What place is given in the program to formal grammar, and why?*

To evaluate the instructional program in oral language, the staff should follow the cycle of evaluative steps and record the results of the according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Oral Language Development.

1. **What is desirable?**
    - A. The staff states its current beliefs about a desirable program in the area of oral language.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's program in the area of oral language.
    - B. The staff compares its present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Reading. Anything which could be written about the value of reading to today's children would be trite. Evidence of this may be found in the plethora of magazine and newspaper articles, editorial comments, trade books, research studies, and professional books dealing with reading instruction. Much that has been written about reading instruction has been critical, and many writers have proposed simple panaceas for problems of reading instruction.

Elementary school faculties have always been concerned about ways to improve reading instruction. For more than forty years we have known enough about child growth and development, the nature of learning, and the process of learning to recognize that learning to read is an individual matter which each child accomplishes best at his own pace. We have known—and since the early 1930's the school program has reflected this fact—that no one method is appropriate for all children and that the instructional program must be comprised of all of the best methods known. It is probably true that in no other area of the curriculum have good elementary schools been as effective as in reading instruction. This is likely true because in no other area of the curriculum has there been as much research and experimentation, as much time devoted to instruction and teacher-education. In no other area is there the wealth of carefully prepared materials for instructional purposes and tests for the measurement of achievement.

Even in schools with the best reading programs, teachers and parents alike know some children who have made little progress in learning to read and many who could or should read much better than they do. This knowledge has lead to a rash of criticism of the school's instructional program and to many proposals for simple remedies, short-cuts, and panaceas. Some schools have reacted to the extreme pressures and criticisms by adopting one or more of the suggested panaceas. Some have attempted to find shelter from criticism by the purchase of materials that purport to give simple answers to complex problems, the use of special phonics programs, multi-level materials, or various instruments which they hope will provide solutions. Others have sought for the answer through the adoption of some particular plan of grading, sorting, and culling children. The result has been an assortment of programs of cross-grade grouping, multi-level plans, departmentalization, and ability grouping using a wide variety of criteria for selection.

As schools have tried these plans and rediscovered the fact that there is no one simple solution to the problems of reading instruction, teachers are realizing that the answer must be found in the quality of the instructional process, not in the purchase of one kind of material or in some particular way of grouping children. Elementary school teachers are asking themselves and others a number of appropriate questions:

1. *What does a good reading program involve that is consistent with all of the objectives of the school and how is it related to other areas of the program?*
2. *How can reading be taught so that it is consistent with what is known about child growth and development, about mental health, about emotional stability, about how learning takes place, and about the things known about teaching children to read?*
3. *What are the acceptable objectives of an instructional program in reading for today's children?*
4. *What skills are necessary for independence in reading and how may these best be taught?*
5. *How may skills be taught in such a way that violence is not done to the development of desirable reading interests, tastes, attitudes, and habits?*
6. *What classroom environment and what materials are needed for a reading instructional program?*
7. *What are the characteristics of a good reading program from kindergarten through grade twelve?*
8. *Are the organizational and instructional techniques supported by research, experimentation, and the judgment of specialists in the field?*
9. *Is instruction based upon sound psychological principles?*

Elementary school faculties should make a careful, unhurried evaluation of their reading program.

To evaluate the reading instructional program, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Reading. (See box next page.)

Written expression. The elementary school has always accepted responsibility for teaching children how to express their ideas in writing. When schools were dominated by the concepts of mental discipline, the emphasis in written expression was on the formal aspects of writing. Grammatical structure, form, and mechanics of expression received much more emphasis than did the ideas which were being expressed. Handwriting and spelling were taught as separate subjects. Most of the written work of children was done in response to an assigned topic and an indicated number of words. This became an exercise which the teacher graded for accuracy in spelling, punctuation, sentence structure, handwriting, margins, and other formalities.

For the last several decades, elementary school programs have reflected a more functional approach to written expression. Attention has been given to the writing ac-

1. **What is desirable?**
    - A. The staff states the school's program in the area of reading.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's program in the area of reading.
    - B. The staff compares its present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

◆

tivities expected by society of its educated citizens. Handwriting and spelling have been taught as means to written expression and not as having significant value in and of themselves. More attention has been placed on having an occasion to write, writing for some reader other than the teacher, and organizing and expressing ideas in a cogent manner, using rich and colorful language. Attention has been given to effectiveness of expression, handwriting, spelling, capitalization, punctuation, grammatical structure, sentence and paragraph organization, and organization of material on a page. These however, have been considered means to an end and as secondary in importance to the expressive phases of written expression.

With ever-increasing demands for proficiency and excellence in the language arts, teachers are seeking for better ways of developing the needed skills. Elementary school staffs are considering such questions as these:

1. *What are the objectives of instruction in written expression?*
2. *What are appropriate performance levels for individuals and groups of children at the various grade levels?*
3. *What are the specific skills and how can they be taught best?*
4. *What proportion of the time in a school week should be allocated for instruction in writing?*
5. *How can the writing needs of children be met through instruction in areas other than the language arts?*
6. *To what extent can children learn to proofread their own materials and to what extent should children's writing be evaluated by the teacher?*
7. *How can instruction in writing be individualized and based upon a diagnostic study of the child's needs?*
8. *How can children best develop creativity in their writing?*

To evaluate the instructional program in written expression, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS Form 4, Specific Area: Written Expression.

1. **What is desirable.**
    - A. The staff states its current beliefs about a desirable program in the area of written expression.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's program in the area of written expression.
    - B. The staff compares its present program with the desirable.
        1. The staff indentifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Children's literature. In the nineteenth century, literature was added to the curriculum of the elementary school. The chief purposes for teaching literature were to have more material for children to read, to provide the opportunity to get acquainted with and to memorize literary "gems," and to provide didactic materials to promote the moralistic instruction of the day.

Literature has remained in the elementary school but the points of emphasis are different. Among the values claimed for children's literature in today's curriculum are an acquaintance with the literary heritage of the human race, a better understanding of life and the reader's place in society, the development of a sense of values, a better realization of the power and beauty of our language, and ultimately, the personal and social adjustment of the child.

A considerable proportion of a child's time in the elementary school is spent acquiring the skills of reading. This is a wasteful process if the school does not, at the same time, help the child to acquire desirable reading interests, tastes and attitudes. A desirable introduction to children's literature may do much to promote the desirable reading interests, tastes, and attitudes of children.

It has been said, and the experience of many supports the statement, that if a child does not become "a reader" by the time he leaves the elementary school he is not likely ever to become "a reader." Many activities, and especially the movies and television, compete for the time which a child might spend in reading. It is hoped that through his contact with children's literature, a child will discover the values of reading and get into the habit of spending some of his uncommitted time in reading.

The establishment of good elementary school libraries or materials centers, and the employment of trained librarians for elementary schools are evidence of concern in this area. Elementary school staffs are redefining the objectives of children's literature in their programs. They are raising such pertinent questions as the following:

1. *What are effective ways of identifying the reading interests of a particular child?*
2. *How can we help children read in a variety of materials, both poetry and prose?*

3. *What is done about required memorization of selections of prose and poetry and why were the decisions made?*
4. *How much school time can justifiably be spent on children's literature?*
5. *How can we accomplish the objectives of this area for all children?*
6. *How can we get the right book to the right child at the right time?*

To evaluate the instructional program in children's literature, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Literature.

I. **What is desirable?**

  A. The staff states its current beliefs about a desirable program in the area of children's literature.

  B. The staff looks at the beliefs of others.

  C. The staff refines its statement of beliefs about what is desirable.

2. **What does the school have?**

  A. The staff describes the school's program in the area of children's literature.

  B. The staff compares its present program with the desirable.
    1. The staff identifies strengths.
    2. The staff identifies areas where improvements are needed.

3. **What is being done to improve?**

  A. The staff identifies what is being done to improve.

  B. The staff describes these efforts to improve.

4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to a school faculty working in the area of the English language arts (other available basic references as well as more recent and local publications should be consulted):

Applegate, Mauree. *Easy in English.* New York. Harper and Row, Publishers, Inc., 1960.

Austin, Mary C. and Coleman Morrison. *The First R: The Harvard Report on Reading in Elementary Schools.* New York: Macmillan Company, 1963.

Barbe, Walter B. *Educator's Guide to Personalized Reading.* New York: Prentice-Hall, Inc., 1961.

Bloomfield, Leonard and Clarence L. Barnhart. *Let's Read.* Detroit: Wayne State University Press, 1961.

Brogan, Peggy and Lorene K. Fox. *Helping Children Read.* New York: Holt, Rinehart and Winston, Inc., 1961.

Burrows, Alvina Treut, Don C. Jackson, and Dorothy O. Saunders. *They All Want To Write.* New York: Holt, Rinehart and Winston, Inc., 1964.

Burrows, Alvina Treut. *Teaching Composition.* What Research Says to the Teacher Series. Washington: National Education Association, 1959.

DeBoer, John J. and Martha Dallman. *The Teaching of Reading.* New York: Holt, Rinehart and Winston, Inc., 1964.

Dawson, Mildred A. *Children Learn the Language Arts.* Minneapolis, Minnesota: Burgess Publishing Company, 1959.

Dawson, Mildred A. and Henry A. Bamman. *Fundamentals of Basic Reading Instruction.* New York: David McKay Company, Inc., 1963.

Dawson, Mildred A., Marian Zollinger, and Ardell Elwell, *Guiding Language Learning.* New York: Harcourt, Brace and World, Inc., 1963.

Fries, C. C. *Linguistics and Reading.* New York: Holt, Rinehart and Winston, Inc., 1963.

Gans, Roma. *Common Sense in Teaching Reading.* New York: Bobbs-Merrill Company, 1963.

Gates, Arthur I. *Teaching Reading.* What Research Says to the Teacher Series. Washington: National Education Association, 1962.

Gray, Lillian. *Teaching Children to Read.* New York: Ronald Press Company, 1963.

Gray, William S. *On Their Own in Reading.* Chicago: Scott, Foresman and Company, 1963.

Greene, Harry A. and Walter T. Petty. *Developing Language Skills in the Elementary School.* Boston: Allyn and Bacon, Inc., 1963.

Harris, Albert J. *Effective Teaching of Reading.* New York: David McKay Company, Inc., 1962.

Harris, Albert J. *How To Increase Reading Ability.* New York: David McKay Company, Inc., 1961.

Hester, Kathleen. *Teaching Every Child To Read.* New York: Harper and Row, Publishers, Inc., 1964.

Horn, Ernest. *Teaching Spelling.* What Research Says to the Teacher Series. Washington: National Education Association, 1962.

Lamoreaux, Lillian A. and Dorris May Lee. *Learning To Read Through Experiences.* New York: Appleton-Century-Crofts, Inc., 1963.

Lefevre, Carl A. *Linguistics and the Teaching of Reading.* New York: McGraw-Hill Book Company, 1963.

McKim, Margaret G. and Helen C. Caskey. *Guiding Growth in Reading in the Modern Elementary School.* New York: Macmillan Company, 1963.

Monroe, Marion and Bernice Rogers. *Foundations for Reading: Informal Pre-Reading Procedures.* Chicago: Scott, Foresman and Company, 1964.

National Society for the Study of Education. *Development in and through Reading.* Sixteenth Yearbook, Part I. Chicago: The University of Chicago Press, 1961.

Pronovost, Wilbert L. *The Teaching of Speaking and Listening in the Elementary School.* New York: David McKay Company, 1958.

Russell, David. *Children Learn to Read.* Boston: Ginn and Company, 1961.

Shane, Harold G. and June Grant Mulry. *Improving Language Arts Instruction Through Research.* Washington. Association for Super-Vision and Curriculum Development of the National Education Association, 1963.

Smith, Dora V. *The English Language Arts.* Publication of the National Council of the Teachers of English. New York: Appleton-Century-Crofts, Inc., 1954.

Smith, Nila B. *Reading Instruction for Today's Children.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Spache, George D. *Reading in the Elementary School.* Boston: Allyn and Bacon, Inc., 1964.

Strang, Ruth. *Helping Your Child Improve His Reading.* New York: Dutton, and Company, 1962.

Tinker, Miles A. and Constance M. McCullough. *Teaching Elementary Reading.* New York: Appleton-Century-Crofts, Inc., 1962.

Trauger, Wilmer. *Language Arts in Elementary Schools.* New York: McGraw-Hill Book Company, 1963.

Wolfe, Don M. *Language Arts and Life Patterns, Grades 2 through 8.* New York: The Odyssey Press, Inc., 1961.

◆

Social Studies

Children need to understand the physical world in which they live and the world of people in which they find themselves. Adults in society accept the responsibility of helping children acquire these understandings so that the children may live happy and useful lives. The school shares with the home and other community agencies the responsibility of helping children acquire the knowledge, skills, and attitudes which will lead to highly effective social behavior. A child must have personal success and well-being before he can establish mutually satisfying relationships with others. The good elementary school helps meet the social and emotional needs of children. Feelings of security are fostered so that a child feels that "All's right with the world and I have a safe place in it." The school also helps children develop a feeling of adequacy—a feeling of rightness and appropriateness of what they do. A feeling of belonging is also developed in children as they learn. The good elementary school also helps children identify themselves with the past and with the present and project themselves as participants in the future. As a result, children will learn to face events with poise, to modify conditions when possible to make life more interesting and profitable, and to face with courage conditions which cannot be modified except over a long period of time.

Good schools provide experiences which help teach moral and spiritual values. Children develop patterns of conduct which support loyalty to democratic ideals, honesty and integrity, generosity and kindness, concern for the welfare of others, appreciation for the good things of life, understanding and faith in oneself, appreciation of beauty, and respect for others.

As the personal, social, and emotional needs of children are met, the school helps its pupils to develop the skills needed for group participation demanded by the society. The good school tries to help children acquire the skills which foster democratic group action and competence in intergroup situations as well as the skills related to critical thinking and problem solving. Every experience which the child has, in school and out of school, contributes favorably or unfavorably to the child's competence in social living.

In addition to planning for the daily impact of social living in the school, the good school plans a social studies program for direct experiences in social living. Content is drawn from history, geography, political science, economics, sociology, anthropology, and current affairs. Materials from science and the arts also are used whenever the content focuses upon the problems of human relationships. Facts, knowledge, and information are considered important, not in and of themselves, but to the extent to which they lead to understandings, concepts, and generalizations. The social studies program is concerned with the development of skills necessary to study and understand social studies materials and with the social skills needed for group participation. Here, the organizational approaches, the methods used by the teacher, and the processes used may be more important than the content. The social studies program is further concerned with the development of attitudes which are essential to the perpetuation of and improvement in our democratic way of life. The attitudes which children develop concerning peoples of other races, countries, cultures, and creeds are an important responsibility of social studies instruction. Probably no greater responsibility resides in the school than that found in the area of human relationships.

With a challenge as great as that imposed by the objectives of social studies, there is constant dissatisfaction and ferment. Teachers who wish to study the program in social studies may try to agree upon answers to such questions as these:

1. *What do we really expect to happen to children because of instruction in social studies?*
2. *What are the concepts and skills which children should develop in order to be independent in locating information when the need arises?*
3. *What attitudes and values are appropriate for children who are adjusting to a world of change?*
4. *How can critical thinking be encouraged?*
5. *How can problem-solving techniques be taught?*
6. *Where can the best materials to use in social studies programs be found?*
7. *What emphasis should be placed on current happenings in the social studies program?*
8. *What are the best instructional and organizational approaches?*
9. *How can changes in a child's behavior and his attitudes be evaluated?*
10. *How can we relate the area of social studies to other areas of the curriculum?*

Evaluation. To evaluate the instructional program in social studies, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Social Studies.

1. **What is desirable?**
    - A. The staff states its current beliefs about a desirable social studies program.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's social studies program.
    - B. The staff compares the present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to a faculty working in the area of the social studies (other available basic references as well as more recent and local publications should be consulted):

Department of Elementary-Kindergarten-Nursery Education. *Guiding Children Through the Social Studies.* Washington: National Education Association, 1964.

Department of Elementary School Principals. *Social Studies.* Parts I and II. Washington: National Education Association, 1963.

Harris, Ruby M. *Handbook of Map and Globe Usage.* Chicago: Rand McNally and Company, 1959.

Hanna, Lavone, Gladys L. Potter, and Neva Hagaman. *Unit Teaching in the Elementary School.* New York: Holt, Rinehart and Winston, Inc., 1963.

Hill, Wilhelmina. *Social Studies in the Elementary School Program.* Bulletin 1960, No. 5. United States Department of Health, Education and Welfare. Washington: Superintendent of Documents, Government Printing Office, 1960.

Hill, Wilhelmina. *Unit Planning and Teaching in Elementary Social Studies.* Bulletin 1963, No. 23. United States Department of Health, Education, and Welfare. Washington: Superintendent of Documents, Government Printing Office, 1963.

Jarolimek, John. *Social Studies in Elementary Education.* New York: Macmillan Company, 1963.

McClendon, Jonathon C. *Teaching the Social Studies.* What Research Says to the Teacher Series. Washington: National Education Association, 1960.

Massialas, Byron G. and Andreas M. Kazamias. *Crucial Issues in the Social Studies.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Massialas, Byron G. and Frederick R. Smith. *Current Research in Social Studies.* Bloomington, Indiana: School of Education, Indiana University, 1964.

Mayer, Martin. *Where, When, and Why: Social Studies in the American School.* New York: Harper and Row, Publishers, Inc., 1963.

Merritt, Edith P. *Working with Children in Social Studies.* San Francisco: Wadsworth Publishing Company, Inc., 1961.

Michaelis, John U. *Social Studies for Children in a Democracy.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Miel, Alice and Peggy Brogan. *More than Social Studies.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

Mitchell, Lucy S. *Young Geographers: How They Explore the World and How They Map the World.* New York: Basic Books, Inc., 1963.

National Council for the Social Studies. *Selected Resource Units: Elementary School Social Studies, Kindergarten through Grade Six.* Washington: National Education Association, 1961.

National Council for the Social Studies. *Skill Development in Social Studies.* Thirty-Third Yearbook. Washington: National Education Association, 1963.

National Council for the Social Studies. *Social Education for Young Children: Kindergarten-Primary Grades.* Washington: National Education Association, 1956.

National Council for the Social Studies. *Social Studies for the Middle Grades: Answering Teachers' Questions.* Washington: National Education Association, 1960.

National Council for the Social Studies. *Social Studies in Elementary Education.* Thirty-second Yearbook. Washington: National Education Association, 1962.

Preston, Ralph C. *Teaching the Social Studies in the Elementary School.* New York: Holt, Rinehart and Winston, Inc., 1958.

Ragan, William B. *Social Studies for Today's Children.* New York: Appleton-Century-Crofts, Inc., 1964.

Tiegs, Ernest W. and Fay Adams. *Teaching the Social Studies.* Boston: Ginn and Company, 1959.

Mathematics

It is not by accident that this section is headed "Mathematics" instead of "Arithmetic." The experiences of children are not being limited to the branch of mathematics called arithmetic. Many children before they enter school know something about geometric design and nomenclature. Young children play games using lines, circles, and square, and recognize these and other geometric figures. Many have had experiences with simple equations such as "one and one are two" and "two plus two equals four." The modern elementary school tries to capitalize on this background and the readiness of the children by the inclusion of new content in the mathematics program. This presentation of numerical concepts promotes an earlier understanding of our number system.

The elementary school attempts to help children to think quantitatively and to understand the meaning of the number system and all of the processes used. Attention is being given to meeting the range of individual differences found in every classroom. In addition, there is an emphasis upon computational speed and accuracy. Understandings lead to learning by discovery and to better use of mathematics in functional situations. In addition to the social utility of mathematics, some schools are recognizing the intrinsic value of mathematics just as art and music are thought to have intrinsic values.

Current revisions in elementary school mathematics programs may be best described as exploratory rather than experimental. Little is known from research about the value of many changes which are being suggested. Some programs emphasize new processes and terminology and others emphasize new content. Manipulation of content and the addition of new terminology and processes cannot, in and of themselves, be expected to improve mathematics instruction. Improvement in instruction may be expected when the classroom teacher has accepted appropriate objectives of instruction, and has taught in such a way that the objectives of instruction are met for each child and each feels secure and successful in the area of quantitative thinking.

A school staff that would study its mathematics program should strive for agreement on answers to such questions as these:

1. *What are the real purposes or objectives of mathematics instruction?*
2. *What content and processes must be developed if the objectives are to be realized?*
3. *What is the meaning of "mathematical readiness" and what is its significance for an instructional program?*
4. *What is a desirable sequence of experiences in mathematics?*
5. *What materials and experiences can be provided to encourage the greatest progress of children?*
6. *How can the learning problems of individuals be identified and resolved?*
7. *How can children's progress be evaluated in such a way that the mechanical manipulation of numbers is not mistaken for insight?*
8. *How can "learning by discovery" be implemented?*

Evaluation. To evaluate the instructional program in mathematics, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Mathematics.

1. **What is desirable?**
    - A. The staff states its current beliefs about a desirable mathematics program.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's mathematics program.
    - B. The staff compares the present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to a school faculty working in the area of mathematics (other available basic references as well as more recent and local publications should be consulted):

Adler, Irving. *A New Look at Arithmetic.* New York: John Day Company, 1964.

Association for Supervision and Curriculum Development. *What Does Research Say About Arithmetic?* Washington: National Education Association, 1958.

Banks, J. Houston. *Learning and Teaching Arithmetic.* Boston: Allyn and Bacon, Inc., 1964.

Corle, Clyde G. *Teaching Mathematics in the Elementary School.* New York: Ronald Press Company, 1964.

Crouch, Ralph and George Baldwin. *Mathematics for Elementary Teachers.* New York: John Wiley and Sons, Inc., 1964.

Dutton, Wilbur H. *Arithmetic for Teachers.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Evenson, A. B. *Modern Mathematics.* Chicago: Scott, Foresman and Company, 1962.

Feravolo, Rocco. *Wonders of Mathematics.* New York: Dodd, Mead and Company, 1963.

Grossnickle, Foster E. and Leo J. Brueckner. *Discovering Meanings in Elementary Mathematics.* New York: Holt, Rinehart and Winston, Inc., 1963.

Hartung, Maurice L., Henry Van Engin, Lois Knowles, and E. Glenadine Gibb. *Charting the Course of Arithmetic.* Chicago: Scott, Foresman and Company, 1960.

May, Lola, J. and John Colburn. *Major Concepts of Elementary Modern Mathematics.* Wilmette, Illinois: John Colburn Associates, Inc., 1962.

Mueller, Francis J. *Arithmetics Its Structure and Concepts.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

National Council of Teachers of Mathematics. *Enrichment Mathematics for the Grades.* Twenty-seventh Yearbook. Washington: National Education Association, 1963.

National Council of Teachers of Mathematics. *Growth of Mathematical Ideas, Grades K-12.* Twenty-fourth Yearbook. Washington: National Education Association, 1959.

National Council of Teachers of Mathematics. *Insight into Modern Mathematics.* Twenty-third Yearbook. Washington: National Education Association, 1958.

National Council of Teachers of Mathematics. *Instruction in Arithmetic.* Twenty-fifth Yearbook. Washington: National Education Association, 1961.

Overman, James Robert. *The Teaching of Arithmetic.* Chicago: Lyons and Carnahan, 1961.

Spitzer, Herbert T. *Teaching Arithmetic.* What Research Says to the Teacher Series. Washington: National Education Association, 1962.

Schaaf, William L. *Basic Concepts of Elementary Mathematics.* New York: John Wiley and Sons, Inc., 1960.

Shipp, Donald E. and Sam Adams. *Developing Arithmetic Concepts and Skills.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Spitzer, Herbert J. *Teaching of Arithmetic.* Boston: Houghton Mifflin Company, 1961.

Swain, Robert L. *Understanding Arithmetic.* New York: Holt, Rinehart and Winston, Inc., 1[illegible]

Swenson, Esther J. *Teaching Arithmetic to Children.* New York: Macmillan Company, 1964.

Thorpe, Cleta B. *Teaching Elementary Arithmetic.* New York: Harper and Row, Publishers, Inc., 1962.

Youse, B. K. *Arithmetic—A Modern Approach.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

◆

Science

The present program of elementary school science is in sharp cortrast to earlier programs. At times, science has been considered only incidentally, with no planned approach. At other times, elementary school science has been concerned largely with nature study, identification, and labeling of leaves, bark, insects, and shells. In other programs, the science books were considered science readers and frequently were read aloud in class with children taking turns at oral reading. These approaches are now known to be grossly inadequate for the accomplishment of the objectives of science instruction.

Today's children were born in, and have spent their lives in, the "scientific age." Phenomenal advances in science and technology have become almost commonplace. Many, believing that it is imperative for everyone to understand and become adjusted to the scientific environment, have felt that the school should improve and extend the science programs offered for children. Specialists in phases of science have made suggestions for improvement in the school's science program. Financial support has been provided by foundations and the government to improve teacher education in science and to provide needed supplies and equipment for science instruction.

Many schools have taken the initiative themselves or have cooperated with other agencies in the search for ways to improve science programs. In these improved programs, children are not only being taught the facts of science but are being helped to move from isolated facts of science to meanings, generalizations, and concepts. These programs are concerned with developing problem-solving techniques, the scientific way of thinking, and with continuing and extending the child's interests in science. Newer approaches to instruction emphasize the identification of problems and the process of discovery. Greatly improved textbooks, materials, and equipment for experimentation are available for use in elementary schools.

As teachers study the effectiveness of science programs, they may consider questions such as the following:

1. *What are the obtainable objectives of science instruction?*
2. *What are the appropriate concepts to be developed in a science program for the elementary school?*
3. *What are the best materials for science instruction?*
4. *What instructional methods and techniques will best accomplish the objectives of science instruction?*
5. *What is the appropriate amount of time which should be devoted to science instruction?*
6. *What role is played in elementary science instruction by experimentation, individual research, field trips, demonstrations, and audio-visual aids?*
7. *How are current developments in science used in the school program?*
8. *What are the social implications of a good science program?*

Evaluation. To evaluate the instructional program in science, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Science.

1. **What is desirable?**
   - A. The staff states its current beliefs about a desirable science program.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
   - A. The staff describes the school's science program.
   - B. The staff compares the school's program with the desirable.
     1. The staff identifies strengths.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to a school faculty working in the area of science (other available basic references as well as more recent and local publications should be consulted):

Arey, Charles K. *Science Experiences for Elementary Schools.* New York: Bureau of Publications, Teachers College, Columbia University, 1961.

Blough, Glenn O. and Julius Schwartz. *Elementary School Science and How To Teach It.* New York: Holt, Rinehart and Winston, Inc., 1964.

Brandwein, Paul F. *Elements in a Strategy for Teaching Science in the Elementary School.* Cambridge, Massachusetts: Harvard University Press, 1962.

Burnett, R. Will. *Teaching Science in the Elementary School.* New York: Holt, Rinehart and Winston, Inc., 1960.

Craig, Gerald S. *Science for the Elementary School Teacher.* Boston: Ginn and Company, 1962.

Craig, Gerald S. *Science in the Elementary Schools.* What Research Says to the Teacher Series. Washington: National Education Association, 1957.

Hubler, Clark. *Working with Children in Science.* Boston: Houghton Mifflin Company, 1957.

Kambly, Paul E. and John E. Suttle. *Teaching Elementary School Science-Methods and Resources.* New York: Ronald Press Company, 1963.

Lewis, June E. *The Teaching of Science in the Elementary School.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961.

Munzer, Martha E. and Paul Brandwein. *Teaching Science Through Conservation*. New York: McGraw-Hill Book Company, 1960.

National Science Teachers Association. *New Developments in Elementary School Science*. Washington: National Education Association, 1963.

National Science Teachers Association. *You and Your Child and Science*. Washington: National Education Association, 1963.

Navarre, John Gabriel and Joseph Zafforoni. *Science Today for the Elementary-School Teacher*. New York: Harper and Row, Publishers, Inc., 1961.

Nelson, Leslie W. *Instructional Aids: How To Make and Use Them*. Dubuque, Iowa: William C. Brown Company Publishers, 1961.

Nelson, Leslie W. and George C. Lorbeer. *Science Activities for Elementary Children*. Dubuque, Iowa: William C. Brown Company Publishers, 1962.

Parker, Bertha Morris. *Science Experiences: Elementary School*. New York: Harper and Row, Publishers, Inc., 1958.

Stone, George K. and Lucy W. Stephenson. *Science You Can Use*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

Tannebaum, Harold E. and Nathan Stillman. *Science Education for Elementary School Teachers*. Boston: Allyn and Bacon, Inc., 1960.

United Nations Educational, Scientific, and Cultural Organization. *Source Book for Science Teaching*. New York: UNESCO Publication Center, 1962.

Visner, Harold and Adelaide Hechtlinger. *Simple Science Experiments for the Elementary Grades*. Palisade, N. J.: Franklin Publishing Company, 1960.

◆

Physical and Mental Health

Physical health refers to a body which is healthy, free from disease, and which functions in a way that makes it possible for the individual to live actively. Physical health is dependent upon good nutrition, the prevention and control of communicable diseases, personal health habits, a knowledge and practice of safety and first aid, prevention and correction of physical defects, proper rest and recreation, and body-building activities.

A person who is healthy reflects not only physical vitality, but also emotional well-being. These are complementary and inseparable phases of health. In order to acquire the maximum degree of good health, the individual must live in a healthful environment.

The development of mental or emotional health involves helping the individual acquire those attitudes and skills which make for emotional stability. These include a sense of humor, an understanding and acceptance of self and others, a feeling of belonging and respect for one's own worth, the ability to adjust to new and perhaps difficult life situations without undue frustration, and the ability to face success or failure with a reasonable degree of adequacy and happiness.

Elementary school teachers have long recognized that health is more than the absence of disease. They have planned for experiences that would promote the physical, mental, and social well-being of children. Definite periods during the school week are devoted to these goals and it is recognized that the total experiences of the child, in school and out of school, contribute to or retard the accomplishment of the desired goals. As the status of physical and mental fitness is receiving national attention, it is only natural that elementary school programs in physical and mental health should be evaluated in order to determine the directions for improvement. Answers are being sought to questions such as these:

1. *How can a school appraise physical, mental, and emotional health status of its children?*
2. *How can a school provide a healthful environment for children?*
3. *What are the community agencies which can assist in providing mental and physical health services?*
4. *What are the objectives of school lunch programs and how can they be met?*
5. *What safety measures should be provided for children?*
6. *What plans should be made for children in case of fire, illness, and other emergencies?*
7. *What is a good physical activity program which avoids competitive sports of a varsity pattern?*

Evaluation. To evaluate the instructional program in physical and mental health, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Physical and Mental Health.

1. **What is desirable?**
    - A. The staff states its current beliefs about a desirable program in physical and mental health.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's program in physical and mental health.
    - B. The staff compares the school's program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to the school faculty working in the area of physical and mental health (other available basic references as well as more recent and local publications should be consulted):

American Association for Health. Physical Education, and Recreation. *After-School Games and Sports.* Classroom Teacher Series. Washington: National Education Association, 1964.

American Association for Health, Physical Education, and Recreation. *Classroom Activities.* Classroom Teacher Series. Washington: National Education Association, 1963.

American Association for Health, Physical Education, and Recreation. *Health Education.* Washington: National Education Association, 1961.

American Association for Health, Physical Education, and Recreation. *Healthful School Living.* Washington: National Education Association, 1957.

American Association for Health, Physical Education, and Recreation. *Teaching Dental Health.* Classroom Teacher Series. Washington: National Education Association, 1956.

American Association for Health, Physical Education, and Recreation. *Teaching Nutrition in Elementary Schools.* Classroom Teacher Series. Washington: National Education Association, 1959.

American Association for Health, Physical Education, and Recreation. *Teaching Safety in the Elementary School.* Classroom Teacher Series. Washington: National Education Association, 1962.

American Educational Research Association. *Mental and Physical Health.* Washington: National Education Association, 1962.

Anderson, C. L. *School Health Practices.* St. Louis: C. V. Mosby Company, 1960.

Andrews, Gladys, Jeannette Saurborn, and Elsa Schneider. *Physical Education for Today's Boys and Girls.* Boston: Allyn and Bacon, Inc., 1960.

Association for Supervision and Curriculum Development. *Fostering Mental Health in Our Schools.* Washington: National Educational Association, 1950.

Bernard, Harold W. *Mental Health for Classroom Teachers.* New York: McGraw-Hill Book Company, 1961.

Espenschade, Anna S. *Physical Education in the Elementary Schools.* What Research Says to the Teacher Series. Washington: National Education Association, 1963.

Halsey, Elizabeth, and Lorena Porter. *Physical Education for Children: A Developmental Program.* New York: Holt, Rinehart and Winston, Inc., 1963.

Humphrey, James H. *Elementary School Physical Education.* New York: Harper and Row, Publishers, Inc., 1958.

Humphrey, James H., Warren R. Johnson, and Virginia D. Moore. *Elementary School Health Education.* New York: Harper and Row, Publishers, Inc., 1962.

Humsicker, Paul. *Physical Fitness.* What Research Says to the Teacher Series. Washington: National Education Association, 1963.

Jenkins, Gladys Gardner. *Helping Children Reach Their Potential.* Chicago: Scott, Foresman and Company, 1961.

Nemir, Alma. *School Health Program: A Textbook for Teachers and for Other Personnel in School Health.* Philadelphia: W. B. Saunders Company, 1959.

Nixon, John E. and Ann E. Jewett. *Physical Education Curriculum.* New York: Ronald Press Company, 1964.

Peck, Robert F. and James V. Mitchell. *Mental Health.* What Research Says to the Teacher Series. Washington: National Educational Association, 1962.

Rogers, Dorothy. *Mental Health in Elementary Education.* Boston: Houghton Mifflin Company, 1957.

Salt, E. Benton, Grace I. Fox, and B. K. Stevens. *Teaching Physical Education in the Elementary School.* New York: Ronald Press Company, 1960.

Sliepcevich, Elena M. *Summary Report of a Nationwide Study of Health Instruction in the Public Schools.* Washington: School Health Education Study, 1964.

Stuart, Harold C. and Dave G. Prugh. *Healthy Child.* Cambridge, Massachusetts: Harvard University Press, 1960.

Superintendent of Documents. *Physical Education in Urban Elementary Schools.* Washington: Government Printing Office, 1959.

Superintendent of Documents. *School Health Program.* Washington: Government Printing Office, 1961.

Superintendent of Documents. *Ten Questions in Elementary School Physical Education.* Washington: Government Printing Office, 1957.

Vannier, Maryhelen. *Teaching Health in Elementary Schools.* New York: Harper and Row, Publishers, Inc., 1963.

◆

Aesthetic Appreciation and Creative Expression

Every learning experience provides opportunities for children to grow emotionally and to develop a sense of aesthetic values. Art, vocal and instrumental music, dramatic play, and language expression provide creative and appreciative opportunities for all children. The modern elementary school attempts to provide creative and appreciative opportunities for all children and not, as in a former time, for only the talented or gifted children. It is now recognized that all children are capable of creativity in thought and expression and that creativity may be found in all areas of thinking. Children are given the opportunity for creative expression throughout the entire week and not just in one or two special periods.

Aesthetic appreciation may be developed through the visual arts as the child shows greater responsiveness to color, form, and design, and to respond aesthetically to a variety of stimuli. Aesthetic appreciation may be developed as the child learns to enjoy and respond to a variety of vocal and instrumental stimuli. Beautiful prose and poetry may stimulate aesthetic appreciation on the part of the child. The school attempts to refine children's tastes and to develop an appreciation of the best in music, art, and literature.

Creative expression is likely to be spontaneous on the part of the child and is likely to flourish in a friendly atmosphere where there is a minimum of personal competition and where each child's efforts are respected by the teacher and other children. Creative expression, whether in the graphic or plastic arts, dramatic play, vocal or instrumental music, or in language, has therapeutic value and may contribute to the mental health of the child by providing emotional release. Creativity should be encouraged in all areas of the curriculum and should not be expected only in the expressional arts. Children's creativity needs to be nourished by the teacher on a continuing, daily basis.

In considering a school program in aesthetic appreciation and creative expression, a number of questions arise:

1. *What are appropriate music and art experiences for children at different maturity levels?*
2. *How can appreciation be developed?*
3. *What is the place of skills and techniques?*
4. *What are the purposes of dramatic play and contact with literature?*
5. *What is the role of the classroom teacher and what is the role of the specialists?*
6. *What materials and equipment are needed to accomplish our purposes?*
7. *How can creative thinking be encouraged through all of the experiences of the school day?*
8. *What attitudes and environmental conditions promote creativity?*

Evaluation. To evaluate the instructional program in aesthetic appreciation and creative expression, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Aesthetic Appreciation and Creative Expression.

1. **What is desirable?**

   A. The staff states its current beliefs about a desirable program in aesthetic appreciation and creative expression.

   B. The staff looks at the beliefs of others.

   C. The staff refines its statement of beliefs about what is desirable.

2. **What does the school have?**

   A. The staff describes the school's program in aesthetic appreciation and creative expression.

   B. The staff compares the school's program with the desirable.

      1. The staff identifies strengths.
      2. The staff identifies areas where improvements are needed.

3. **What is being done to improve?**

   A. The staff identifies what is being done to improve.

   B. The staff describes these efforts to improve.

4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to a school faculty working in the area of aesthetic appreciation and creative expression (other available basic references as well as more recent and local publications should be consulted):

Association for Supervision and Curriculum Development. *New Insights and the Curriculum.* 1963 Yearbook. Washington: National Education Association, 1963.

Berger, Rene. *Discovery of Painting.* New York: Viking Press, Inc., 1963.

Conrad, George. *The Process of Art Education in the Elementary School.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Bergethon, Bjornar, and Eunice Boardman. *Music Growth in the Elementary School.* New York: Holt, Rinehart and Winston, Inc., 1963.

Department of Elementary-Kindergarten-Nursery Education. *The Step Beyond: Creativity.* Washington: National Education Association, 1964.

Erdt, Margaret H. *Teaching Art in the Elementry School: Child Growth Through Art Experiences.* New York: Holt, Rinehart and Winston, Inc., 1962.

Farina, Albert M. *Growth Through Play.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

Fleming, Robert S. *Curriculum for Today's Boys and Girls.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.

Husbands, Kenneth L. *Teaching Elementary School Subjects.* New York: Ronald Press Company, 1961.

Jefferson, Blanche. *Teaching Art to Children: The Values of Creative Art.* Boston: Allyn and Bacon, Inc., 1959

Klausmeier, Herbert J. and Katherine Dresden. *Teaching in the Elementary School.* New York, Harper and Row, Publishers, Inc., 1962.

Lynch, John. *How to Make Mobiles.* New York: Viking Press, Inc., 1960.

McFee, June King. *Preparation for Art.* San Francisco: Wadsworth Publishing Company, Inc., 1961.

McIlvain, Dorothy S. *Art for Primary Grades.* New York: G. P. Putnam's Sons, 1961.

McMillan, L. Eileen. *Guiding Children's Growth Through Music.* Boston: Ginn and Company, 1959.

Marksberry, Mary Lee. *Foundations of Creativity.* New York: Harper and Row, Publishers, Inc., 1963.

Mendelowitz, Daniel J. *Children Are Artists.* Stanford, California: Stanford University Press, 1963.

Music Educators National Conference. *Music Education for Elementary School Children.* Washington: National Education Association. 1960.

Music Educators National Conference. *Teaching Music in the Elementary School: Opinion and Comment.* Washington: National Education Association, 1963.

National Society for the Study of Education. *Basic Concepts in Music Education.* Fifty-seventh Yearbook. Part I. Chicago: University of Chicago Press, 1958.

National Art Education Association. *Art Education for Elementary Teachers.* Washington: National Education Association, 1959.

National Art Education Association. *Art in Public Education. Washington.* National Education Association, 1964.

National Art Education Association. *Creativity and Art Education.* Washington: National Education Association, 1964.

Pierce, Anne E. *Teaching Music in the Elementary School.* New York: Holt, Rinehart and Winston, Inc., 1959.

Schultz, Harold A. and J. Harlan Shores. *Art in the Elementary School.* Urbana, Illinois: University of Illinois Press, 1961.

Siks, Geraldine Brian. *Creative Dramatics: An Art for Children.* New York: Harper and Row, Publishers, Inc., 1958.

Squires, John L. *Fun Crafts for Children.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Stringham, Erwin John. *Listening to Music Creatively.* Englewood Cliffs, N. J. Prentice-Hall, Inc., 1959.

Torrance, E. Paul. *Creativity.* What Research Says to the Teacher Series. Washington: National Education Association, 1963.

Torrance, E. Paul. *Education and the Creative Potential.* Minneapolis: University of Minnesota Press, 1963.

◆

Other Curricular Activities

Some schools provide organized curricular experiences not universally found in elementary schools. These offerings may be justified by the fact that children in given communities may have needs which all children do not have. The school program recognizes these special needs and attempts to do something about them. This may be illustrated by efforts to remove a cultural lag, or by special efforts in diagnostic and corrective programs, or by experiences designed to provide enrichment in special areas. Needs of children and interest on the part of the children and community may result in the inclusion of such activities as shop work, remedial work, typing, or foreign language instruction in the elementary school curriculum.

In evaluating activities of this kind, a faculty must find satisfactory answers to the questions raised in connection with changes and innovations (presented in Section One of this publication). In addition, the objectives to be accomplished must be agreed upon and justified in terms of the total purposes of the school. The staff must be assured that the addition to the curriculum has not taken school time which might be better spent in more meaningful activities. It seems obvious that it is impossible to keep adding to the elementary school curriculum unless we decide to leave something out, reduce the amount of time now devoted to some area, or extend the school day or the school year.

In considering organized curricular experiences not universally found in elementary schools, teachers should find agreement in answers to such questions as these:

1. *What are the special needs of the children in this school which are not being met by the usual curricular offerings?*
2. *What kinds of programs can best meet the special needs of children?*
3. *What objectives have been agreed upon for such special curricular experiences?*
4. *What special competence is needed by the teachers to meet the stated objectives?*
5. *What special materials and equipment are needed for a successful program and are they available?*
6. *In finding time for special curricular experiences, is a basic area of the curriculum being neglected?*

Evaluation. To evaluate the instructional program in other curricular activities, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Other Curricular Activities.

1. **What is desirable?**
    - A. The staff states its current beliefs about a desirable program in other curricular activities.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
    - A. The staff describes the school's program in other curricular activities.
    - B. The staff compares the present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to the school faculty working in the area of other curricular activities (other available basic materials as well as more recent and local publications should be consulted):

American Industrial Arts Association. *Industrial Arts Education.* Washington: National Education Association, 1962.

American Industrial Arts Association. *Industrial Arts Education—Purposes, Program, Facilities, and Instruction.* Washington: National Education Association, 1963.

Crow, Lester D., Alice Crow, and Walter Murray. *Teaching in the Elementary Schools, Readings in Principles and Methods.* New York: Longmans, Green and Company, 1961.

Department of Elementary School Principals. *Foreign Languages.* May, 1960 Issue of *The National Elementary Principal.* Washington: National Education Association, 1960.

Department of Foreign Languages. *Foreign Languages in the Elementary School.* National Education Association, 1964.

Durrell, Donald D. *Improving Reading Instruction.* New York: Harcourt, Brace and World, Inc., 1956.

Educational Policies Commission. *Contemporary Issues in Elementary Education.* Washington: National Education Association, 1960.

Erikson, Lawrence W. "The Typewriter—A Tool of Learning in the Elementary Grades," *The Balance* Sheet, 42:52-5, October, 1960.

Erikson, Marguerite. *Foreign Languages in the Elementary School.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964.

Gerbracht, Carl and Robert J. Babcock. *Industrial Arts for Grades 1-6.* Milwaukee: The Bruce Publishing Company, 1959.

Husbands, Kenneth L. *Teaching Elementary School Subjects.* New York: Ronald Press Company, 1961.

Industrial Arts Policy and Planning Committee. *Industrial Arts in Education.* Washington: American Vocational Association, Inc. (booklet).

Klausmeier, Herbert J., and Katherine Dresden. *Teaching in the Elementary School.* New York: Harper and Row, Publishers, Inc., 1962.

Logan, Lillian M. and Virgil G. *Teaching the Elementary School Child.* Boston: Houghton Mifflin Company, 1961.

Roberts, Wilfred N. "Don't Be Afraid To Teach Elementary Typing," *Business Education World,* 43:14-6, February, 1963.

Ruegg, Robert J. "Ann is Seven Years Old Today—And She's Typing." *Business Education World,* 44:22-4, May, 1964.

Russell, David H. *Children Learn To Read.* Boston: Ginn and Company, 1961.

Smith, Gordon B. "An Experiment in Elementary School Typing," *The Balance Sheet,* 42:103-5, November, 1961.

Superintendent of Documents. *Modern Foreign Languages in the Elementary School.* Washington: Government Printing Office, 1960.

Special Services

As a supplement to the regular instructional program in the content and skill areas, most schools provide special library, food guidance, and health services. School evaluation must pay attention to the effectiveness of these special services.

Newer methods of teaching require the use of textbooks, other printed materials and a great variety of other instructional media. The library materials center is the logical center for books, magazines, reference materials, clipping files, pamphlets, pictures, and projection equipment. A trained librarian who knows the elementary school program and understands elementary school children is a very valuable resource person to aid the teachers in their work and to guide the reading and study activities of children. The library materials center should house an adequate collection of carefully selected books and magazines for recreational reading. A suitable collection of reference books, supplementary materials, and visual aids should be available to teachers and children whenever they are needed. Plans should be made for the transfer of materials appropriate to unit development to the various classrooms for reasonable periods of time.

A good library materials center and a trained librarian are essential for the operation of a modern elementary school program.

School food service and nutrition education. Good nutrition is essential to a child's growth, development, and achievement. The purposes of the school lunch program are to provide one third to one half of the child's daily nutritive needs, to serve as a laboratory for nutrition education, and to provide opportunities for the development of desirable food habits and social behavior. In evaluating the lunch program, it should be determined to what extent the above goals are achieved for all children.

The sanitary standards should be in keeping with the requirements of the health department, and should help to develop in children and others an appreciation of good sanitary practices.

The operation of the lunch program should be such that children will have time to eat in an unhurried manner. Provision should be made for dining room supervision and collection of money consistent with sound educational and business practice.

The school lunch program can strengthen school morale and serve as a bridge to project nutrition education into the home and community.

The success of the program depends largely on the qualification of the school lunch staff and the degree to which teachers, administrators, and school lunch personnel cooperate in relating the school lunch program to learning activities and healthful living.

Guidance services. The teacher is the center of a good guidance program. In some schools, however, guidance consultants are available to help teachers with difficult problems and to coordinate work of the school with that of other community agencies concerned with guidance activities. Instruction and guidance must be thought of together since the guidance process is used to help each child achieve his highest potential. School records, test results, observations of behavior, projective devices, and studies of personality, attitudes, and social and emotional status have been very useful in providing information needed by teachers in their guidance services to children and in interpretation to parents. The classroom teacher always has major guidance responsibility.

Health services. All schools feel responsible for instruction in health and for providing for healthful school living. Many schools provide additional health services to children. Among the special services sometimes provided are physical examinations, dental examinations, visual and auditory screening, maintenance of growth charts and health records, dietary surveys, and provision for diagnostic studies and follow-up where the need is indicated. School nurses and physicians, school nutritionists, local nurses and physicians, public health officials, and teachers cooperate to provide these special health services. The health services should be evaluated in terms of the purposes for which these services have been provided.

Summary. In studying the special services offered by a school, agreement should be sought in answers to questions such as these:

1. *What special services should be provided to meet the needs of the children?*
2. *What would constitute a desirable program of health services in the school?*
3. *What library services are needed in the school?*

4. *What are the purposes of the school lunch program and how can these purposes be achieved?*
5. *What guidance services should a school provide for children?*
6. *What are the best ways of gathering the needed information about children?*

Evaluation. To evaluate the special services of the school, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline in Part D of CPEE-SACS FORM 4, Specific Area: Special Services.

1. **What is desirable?**
   - A. The staff states its current beliefs about a desirable program of special services.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
   - A. The staff describes the school's program of special services.
   - B. The staff compares its program with the desirable.
     1. The staff identifies strengths.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to the faculty working in the area of special services (other available basic references as well as more recent and local publications should be consulted):

Center for the Study of Education. *Planning and Organizing for Teaching.* Washington: National Education Association, 1963.

Cross, A. J. Foy and Irene F. Cypher. *Audio-Visual Education.* New York: Thomas Y. Crowell Company, 1961.

Department of Elementary-Kindergarten-Nursery Education. *School Library.* Washington: National Education Association, 1960.

Department of Elementary School Principals. *Guidance.* September, 1963 Issue of *The National Elementary Principal.* Washington: National Education Association, 1960.

Deterline, William A. *Introduction to Programmed Instruction.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Department of Elementary School Principals. *Creativity, School Libraries, Principal-Teacher Conference,* April 1961 Issue of *The National Elementary Principal.* Washington: National Education Association, 1961.

Detjen, Erwin W. and Mary F. *Elementary School Guidance.* New York: McGraw-Hill Book Company, Inc., 1963.

Educational Policies Commission. *Contemporary Issues in Elementary Education.* Washington: National Education Association, 1960.

Elsbree, Willard S. and Harold J. McNally. *Elementary School Administration and Supervision.* New York: American Book Company, 1959.

Gaver, Mary V. *Every Child Needs a School Library.* Chicago: American Library Association, 1958.

Hatch, Raymond N. and James W. Costar. *Guidance Services in the Elementary School.* Dubuque, Iowa: William C. Brown Company Publishers, 1961.

Joint Committee on Health Problems in Education. *Health Aspects of the School Lunch Program.* Washington: National Education Association,, 1962.

Joint Committee on Health Problems in Education. *School Health Services.* Washington: National Education Association, 1964.

Klausmeier, Herbert J. and Katherine Dresden. *Teaching in the Elementary School.* New York: Harper and Row, Publishers, Inc., 1962.

Langton, Clair V., Ross L. Allen, and Philip Wexler. *School Health Organization and Services.* New York: Ronald Press Company, 1961.

Larrick, Nancy. *Teacher's Guide to Children's Books.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1960.

Martin, Ethel A. *Nutrition in Action.* New York: Holt, Rinehart and Winston, Inc., 1963.

Martin, Ethel A. *Nutrition in Action—A Guide for Teachers.* New York: Holt, Rinehart and Winston, Inc., 1963.

Schuster, Albert H. and Milton E. Ploghoft. *The Emerging Elementary Curriculum.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1963.

Superintendent of Documents. *School Health Services.* Washington: Government Printing Office, 1957.

Willey, Roy DeVerl. *Guidance in Elementary Education.* New York: Harper and Row, Publishers, Inc., 1960.

Wittich, Walter A. and Charles F. Schuller. *Audio-visual Materials.* New York: Harper and Row, Publishers, Inc., 1962.

Organization for Learning

Schools need to develop organizational structures which help in achieving their goals. The structure should insure a balanced program of experiences, and should be flexible enough to meet the changing needs of children, teachers, and community. Agreements should be reached, for instance, regarding the grouping of children for instruction. Special teachers should be utilized effectively to enrich the instructional program. Good provisions should be made for exceptional children. Most regular classroom teachers should have some time away from the pressures and responsibility of a group of children. The existing organizational structures should contribute to the solution of such problems—or new structures should be created.

Providing a balanced program of learning experiences. Providing a balanced program does not necessarily mean giving the same amount of time or emphasis to each important area of the instructional program. To determine what experiences are needed to maintain necessary balance for each child and the group, constant evaluation and planning must take place.

Unless the faculty thinks about and plans for balance in the entire elementary school program, children may have too many experiences in one area of living, and not enough in others. In some schools, for example, pupils have participated in units on Indian life in successive grade levels. It is possible, of course, for a unit on Indian life to contribute to a child's growth at several levels, but concentration on a study of Indians for several years almost inevitably leads to neglect of other important learning experiences. The teacher and the pupils should, nevertheless, be given considerable freedom in the selection of units for study because groups vary in their interests and needs, and community problems change. Teachers need to be aware of the desirability of providing balanced learning experiences, and units should be selected which will provide a variety of learning activities.

Providing for flexibility in learning experiences. If all children needed the same balance of activities day in and day out, a rigid type of organization would suffice. Every minute could be planned in advance, and the school routine could function with precision. Because needs vary so widely and change so frequently, it is imperative that the school provide a flexible organization.

It might seem, on first thought, that there would be little need for planning in a flexible program. Actually there is need for far more planning when flexibility is permitted. In a rigid organization, one pre-plan will suffice for the year. In a flexible organizational structure, there is need for extensive pre-planning plus constant re-planning to care for changing situations. The teacher needs to plan in advance, using what he knows about his pupils and their needs. He then needs to revise the plans as he learns more about the children and as new problems arise.

Grouping children. One of the most serious problems which confronts both the teacher and the school is that of grouping children for their best development and behavior. Grouping as used in this section refers to grouping within the class as well as within the entire school.

Each child should be placed in the grade or group which will contribute the most to his total development. Since the school is interested in the total development and behavior of children, it provides for grouping in keeping with what is known about how children grow and develop.

Many different methods have been used in assigning children to class groups and sections. The most common practice has been based on the child's achievement in subjects in relation to standards set up for the grade. Frequently this plan results in failure for many children, and in unwholesome emotional and social pressures. Some schools have tried plans of inter-class grouping and ungraded programs. Other plans, which have been used in assigning children to grades or sections, are based upon chronological age of the child, size, ability, social maturity, and the number of years in school. The soundest method recognizes that there is no such thing as homogeneity, takes into consideration all of these factors, and provides flexibility so that groups change as the needs of children change and as activities change. Thus, the emphasis is upon placing each child in a group where all of the objectives of the school may be best accomplished for him.

Decisions about patterns of organization and grouping practices should be arrived at by consensus of the faculty, after full discussion and reference to the educational literature, research, and recommendations of national **ad hoc** committees which have issued statements on these matters.

The authors of books on elementary education, the professors of reading instruction, and specialists in elementary education find themselves essentially in agreement on matters of organizational and grouping for instruction. The position on which there is general agreement was expressed by a statement issued by the Department of Elementary-Kindergarten-Nursery Education of the National Educational Association in 1963 when it wrote:

> "We urge that local school systems invest their major organizational efforts to maintaining and improving an arrangement that has the most promise as a setting for the education of elementary school children — a heterogeneous class for whose total day one teacher assumes responsibility."

The members of this group indicated that in making the statement, they did not wish to exclude "the advice and help of specialists in various content areas and their assistance in teaching when needed." In taking essentially the same position, the National Council of State School Consultants in Elementary Education in 1961 issued the following statement:

> "We believe that unless or until valid research and practice indicate otherwise, the most defensible unit of organization in the elementary school is one in which the teacher and a classroom group of reasonable size are together for the major portion of the day. The services of specialists with particular competencies in curriculum areas should be available as needed but the immediate responsibility for the over-all curriculum is in the hands of the classroom teacher. This organization makes it possible for teachers to know children, to involve them in planning and evaluating the activities of the total school day and to avoid fragmenting the curriculum. . . . Only as efforts are brought to bear to improve quality at the vital point of teacher-pupil relationship and exchange can major improvements be expected in our school."

Thus, the chief job confronting the teacher in the area of grouping relates to ways of grouping children for instruction within a self-contained classroom organized heterogeneously and which assures flexibility. The real problem is to determine the best ways of organizing instruction within a classroom so that the needs and interests of each child may be met through individualized, small group, or total group instruction.

Providing for exceptional children. Children who are exceptional present a particular grouping problem. Usually, children who are especially brilliant, mentally handicapped, or have slight physical handicaps should spend the greater part of the school day in regular classrooms. For certain activities and short periods of time, these children may move to specially equipped classrooms for instruction. In some school districts, however, there may be a few children who are so exceptional that they should be placed in special classes for the total school day.

Using resource personnel. Many elementary schools have personnel who are assigned special duties in connection with instruction in a special area. For example, schools have consultants or resource persons in art, music, or physical education. Having people with special talents and competencies on the staff should mean an enriched and improved learning program for children, provided their activities are coordinated with the work of the classroom teacher and principal.

Providing released time for classroom teachers. Teachers and principals agree that teachers need at least a short period during the day away from children. In spite of this realization, few elementary school staffs have developed organizational plans which make such a break possible. Nevertheless, many staffs probably should be developing ways for teachers to have released time.

Summary. A staff that would evaluate its plan of organization for instruction should consider questions such as the following:

1. *What organizational plans would best promote the accomplishment of all of the school's objectives for all children?*
2. *What may be learned about organizational approaches from a study of the professional literature, the research, the opinions of specialists, or statements issued by national committees?*
3. *What are effective ways of grouping children for instruction within the self-contained classroom?*
4. *How can flexibility in grouping be assured?*
5. *What kinds of programs for exceptional children should be found in good elementary schools?*
6. *How can effective use be made of special resource personnel?*
7. *What are some good ways of providing for released time for teachers?*
8. *How can a school staff assure a balanced program of learning experiences?*

Evaluation. To evaluate the instructional program in the area of organization for learning, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: Organization for Learning.

1. **What is desirable?**
   - A. The staff states its current beliefs about a desirable organization for learning.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
   - A. The staff describes the school's organization for learning.
   - B. The staff compares the present program with the desirable.
     1. The staff identifies strengths.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to the school faculty working in the area of organization for learning (other available basic references as well as more recent and local materials should be consulted):

American Association of School Administrators. *Organizing for Improved Instruction.* Washington: National Education Association, 1963.

Association for Childhood Education International. *Toward Effective Grouping.* Washington: The Association, 1962.

Association for Supervision and Curriculum Development. *Balance in the Curriculum.* 1961 Yearbook. Washington: National Education Association, 1961.

Association for Supervision and Curriculum Development. *Individualizing Instruction.* 1964 Yearbook. Washington: National Education Association, 1964.

Association for Supervision and Curriculum Development. *Organizing for Improved Instruction.* Washington: National Education Association, 1963.

Association for Supervision and Curriculum Development. *The Self-Contained Classroom.* Washington: National Education Association, 1960.

Center for the Study of Instruction. *Deciding What To Teach.* Washington: National Education Association, 1963.

Center for the Study of Instruction. *Planning and Organizing for Teaching.* Washington: National Education Association, 1963.

Center for the Study of Instruction. *The Principals Look at the Schools.* Washington: National Education Association, 1962.

Crow, Lester D. and Alice. *Educating the Academically Able.* New York: David McKay Company, Inc., 1963.

Department of Elementary-Kindergarten-Nursery Education. *Agreements in Elementary Education.* Washington: National Education Association, 1963.

Department of Elementary School Principals. *Elementary School Organization - Purposes, Patterns, Perspective.* Fortieth Yearbook Washington: National Education Association, 1961.

Dunn, Lloyd M. *Exceptional Children in the School.* New York: Holt, Rinehart and Winston, Inc., 1963.

Educational Policies Commission. *Contemporary Issues in Elementary Education.* Washington: National Education Association, 1960.

Goodlad, John I. and Robert H. Anderson. *The Nongraded Elementary School.* New York: Harcourt, Brace, and World, Inc., 1963.

Hammond, Sarah Lou, Ruth J. Dales, Dora S. Skipper, and Ralph L. Witherspoon. *Good Schools for Young Children.* New York: Macmillan Company, 1963.

Ingram, Christine P. *Education of the Slow-Learning Child.* New York: Ronald Press Company, 1960.

Johnson, G. O. *Education for the Slow Learner.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963.

Kirk, Samuel A. *Educating Exceptional Children.* Boston: Houghton, Mifflin Company, 1962.

Logan, Lillian M. and Virgil G. *Teaching the Elementary School Child.* Boston: Houghton Mifflin Company, 1961.

National Education Association. *Schools for the Sixties.* New York: McGraw-Hill Book Company, 1963.

National Society for the Study of Education. *The Dynamics of Instructional Groups.* Fifty-ninth Yearbook, Part II. Chicago: University of Chicago Press, 1960.

National Society for the Study of Education. *Individualizing Instruction.* Sixty-first Yearbook, Part I. Chicago: University of Chicago Press, 1962.

Ragan, William B. *Modern Elementary Curriculum.* New York: Holt, Rinehart and Winston, Inc., 1960.

Ragan, William B. *Teaching America's Children.* New York: Holt, Rinehart and Winston, Inc., 1961.

Rucker, W. Ray. *Curriculum Development in the Elementary School.* New York: Harper and Row, Publishers, Inc., 1960.

Shaplin, Judson T. and Henry F. Olds, Jr. *Team Teaching.* New York: Harper and Row, Publishers, Inc., 1964.

Stoddard, George D. *Dual Progress Plan: A New Philosophy and Program in Elementary Education.* New York: Harper and Row, Publishers, Inc., 1961.

The Teaching-Learning Process

Any consideration of the processes used by teachers to stimulate learning on the part of the pupils necessarily must consider the importance of the **teacher.** In good teaching-learning situations, teachers act as guides and bring maturity and breadth of experience to the group. It is important, therefore, that teachers be emotionally mature individuals—persons with their basic personality needs satisfied.

Teachers also need to understand children, how they grow and learn, and how to provide for their continuous development. Teachers need to be stimulating, alert personalities—eager to learn more about the social and natural environment, and eager to improve living conditions for all. Other aspects of the teaching-learning process are considered here under the following headings: (1) teacher-pupil planning, (2) conditions conducive to learning, (3) making use of a variety of learning experiences and media, and (4) evaluating pupil progress.

Teacher-pupil planning. Good teaching requires constant cooperative planning on the part of pupils and teacher. Planning involves more than just the consideration of the problem to be studied. Pupils must participate in planning the activities and experiences to the extent that work is purposeful and every pupil knows what he is to do. There should also be constant evaluation of progress being made. Pupils participate, therefore, in setting goals, developing ways of work, and evaluating the effectiveness of the ways of work agreed upon.

As teachers work and plan with pupils, considerable attention needs to be given to choosing ways of work so that children will learn by discovery and will become increasingly able to solve their own problems. Among the responsibilities teachers assume as mature leaders in the group is that of broadening the number of possible choices for children in order to postpone decision-making until all feasible proposals have been considered. Provisions are also made for individual differences which exist.

Conditions conducive to learning. Teachers know that some conditions are conducive to learning and other conditions interfere with the teaching-learning process. Good schools give attention to the psychological factors which condition learning. Instructional experiences are conditioned by what is known about the motivation, interest, attention span, and maturation of the children. Efforts are made to provide learning environments free from the damaging emotional effects of threats and pressures. Attractive and stimulating physical environments are provided. The success of the teaching-learning process is largely dependent upon providing the appropriate learning environment.

Making use of a variety of learning experiences and media. Since learning takes place through the use of a variety of experiences and learning media, provision should be made for many firsthand experiences, many opportunities for problem-solving, and effective use of varied multi-sensory aids. Lack of aids puts limitations on the teacher. Many schools assure the availability and accessibility of learning aids by organizing good libraries and materials centers. The focus of attention here is not primarily on availability, but on how well the instructional aids which **are** available are used. A good program requires the use of a variety of learning experiences and media.

Homework. A special problem exists in many communities concerning the quantity and type of learning experiences at home which the school should support. Something of an anomaly may be observed as many adults demand for themselves shorter working hours and more leisure time and at the same time demand for their immature children longer and longer working hours and less leisure time. Wherever homework is discussed, one is likely to find adults expressing extreme positions. Some take the position that the school is only one agency concerned with the education of children, and that the school, therefore, has no right to dominate the time of the child which might be used by the home, the church, scouting, private instruction in music, or by other community agencies. They contend that the school has the better part of the day, six or seven hours, and should get its work done during that period. The other extreme position suggests that the school should plan for all of the child's waking hours so that the parents and others will not have to find things to keep children busy. Good solutions to problems are seldom found in extreme positions.

Faculties will want to discuss and reach agreement on principles which should determine the kinds and amount of formal study which the school should require of children in the after-school hours. Since homework is assigned by the school, homework is a part of the school curriculum and should be governed by all of the factors which determine the types of in-school instruction. Attention must be given to individual differences of children and to their needs and interests. As is true with the other phases of the curriculum, care should be taken that homework assignments avoid meaningless repetitive experiences and busy work; that it never be used as punishment of a child. Care must be taken to see that the total requirements of the school do not interfere with the child's needs for rest, normal amounts of sleep, and reasonable amounts of time for the child to use for recreation and physical play. The total school requirements should not result in unwholesome emotional development, and pressure situations. Care must be taken to see to it that children have time to participate in the experiences and activities planned by the family, church organizations, and other community agencies which have much to offer in the education of children.

Agreement on desirable homework practices should be developed in cooperation with parents and children. Use should be made of bibliographical references in arriving at a point of view which is in keeping with the values held by the staff and parents and which supports the purposes of the school.

Evaluation of pupil progress. Good schools determine the effectiveness of the "instructional program" and bring about significant improvement in their teaching practices through effective evaluation of the progress of pupils. Evaluation of pupil progress is not a simple matter. It may not be accomplished solely by finding a numerical average of scores arrived at through testing and daily assignments. Many teachers are finding useful such approaches as planned observations of children, the keeping of anecdotal records, and making case studies. Education is a process of changing behavior in socially desirable directions; therefore, all factors influencing behavior must be considered. Progress in skill development needs to be determined. Changes in attitudes are of equal importance. Understandings basic to the successful development of skills and formation of desirable attitudes also must be evaluated. Consistent effort is made by good teachers to consider all evidence of changes in behavior and to help children develop increased skill in identifying changes in behavior.

The school's present evaluative procedures should be viewed critically. Three areas of concern are suggested for consideration:

(1) evaluating the work of the individual,
(2) evaluating the work of the group, and
(3) reporting pupil progress to parents.

Summary. Since the teaching-learning process is the very essence of the school program, continuous evaluation must be made of this area. The staff should seek agreement in answers to such questions as the following:

1. *Why is teacher-pupil planning essential to a good program?*
2. *In what situation should teachers involve children in planning?*
3. *What is the best use which can be made of the instructional aids which are available?*
4. *What plans should be made to provide the instructional aids which are needed and are not available?*
5. *What basic principles should guide decisions about homework?*
6. *What techniques should be used in appraising the progress of children?*
7. *What are the most effective ways of reporting pupil progress to parents?*
8. *How can the school provide conditions which are conducive to effective learning?*

Evaluation. To evaluate the instructional program in the area of the teaching-learning process, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part D of CPEE-SACS FORM 4, Specific Area: The Teaching-Learning Process.

1. **What is desirable?**
   - A. The staff states its beliefs about a desirable teaching-learning situation.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school have?**
   - A. The staff describes the teaching-learning situation in the school.
   - B. The staff compares the situation in the school with the desirable.
     - 1. The staff identifies strengths.
     - 2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to the school faculty working in the area of the teaching--learning process (other available basic references as well as more recent and local publications should be consulted):

Ahmann, J. Stanley and Marvin D. Glock. *Evaluating Pupil Growth*. Boston: Allyn and Bacon, Inc., 1959.

Association for Childhood Education International. *Homework*. Washington: The Association, 1963.

Association for Supervision and Curriculum Development. *Freeing Capacity To Learn.* Washington: National Education Association, 1960.

Association for Supervision and Curriculum Development. *Human Variability and Learning.* Washington: National Education Association, 1961.

Association for Supervision and Curriculum Development. *Individualizing Instruction.* 1964 Yearbook. Washington: National Education Association, 1964.

Association for Supervision and Curriculum Development. *Learning More About Learning.* Washington: National Education Association, 1959.

Association for Supervision and Curriculum Development. *New Dimensions in Learning.* Washington: National Education Association, 1962.

Association for Supervision and Curriculum Development. *New Insights and the Curriculum.* 1963 Yearbook. Washington: National Education Association, 1963.

Association for Supervision and Curriculum Development. *Perceiving, Behaving, Becoming: A New Focus for Education.* 1962 Yearbook. Washington: National Education Association, 1962.

Austin, Mary, Clifford L. Bush, and Mildred H. Huebner. *Reading Evaluation: Appraised Techniques for School and Classroom.* New York: Ronald Press Company, 1961.

Bailard, Virginia and Ruth Strang. *Parent-Teacher Conferences.* New York: McGraw-Hill Book Company, 1963.

Bigge, Morris L. *Learning Theories for Teachers.* Chicago: Harper and Row, Publishers, Inc., 1964.

Bruner, Jerome S. *The Process of Education.* Cambridge, Massachusetts: Harvard University Press, 1960.

Burton, William H., Roland B. Kimball, and Richard L. Wing. *Education for Effective Thinking.* New York: Appleton-Century-Crofts, Inc., 1960.

Cronbach, L. J. *Educational Psychology.* New York: Harcourt, Brace and World, Inc., 1963.

Crow, Lester D. and Alice. *Readings in Human Learning.* New York: David McKay Company, Inc., 1963.

Crow, Lester D., Alice Crow, and Walter Murray. *Teaching in the Elementary School, Readings in Principles and Methods.* New York: Longmans, Green and Company, 1961.

Gage, N. L. *Handbook of Research on Teaching.* Chicago: Rand McNally and Company, 1963.

Getzels, Jacob W. and Phillip W. Jackson. *Creativity and Intelligence.* New York: John Wiley and Sons, Inc., 1962.

Hoffman, Banesh. *Tyranny of Testing.* New York: Thomas Y. Crowell Company, 1962.

McDonald, Blanche, Leslie W. Nelson, Donald Schieffert, and Aileene Lockhart. *Methods That Teach.* Dubuque, Iowa: William C. Brown Company Publishers, 1958.

Morse, Williams C. and G. Max Wingo. *Psychology and Teaching.* Chicago: Scott, Foresman and Company, 1962.

Murray, Thomas R. *Judging Student Progress.* New York: David McKay Company, Inc., 1960.

Peterson, Dorothy G. and Velma D. Hayden. *Teaching and Learning in the Elementary School.* New York: Appleton-Century-Crofts, Inc., 1961.

Seagoe, Mary V. *A Teacher's Guide to the Learning Process.* Dubuque, Iowa: William C. Brown Company, Publishers, 1961.

Shane, Harold G. and E. T. McSwain. *Evaluation and the Elementary Curriculum.* New York: Holt, Rinehart and Winston, Inc., 1958.

Strang, Ruth. *Guided Study and Homework.* What Research Says to the Teacher Series. Washington: National Education Association, 1955.

Trow, William C. *The Learning Process.* What Research Says to the Teacher Series. Washington: National Education Association, 1963.

Trow, William C. *Psychology in Teaching and Learning.* Boston: Houghton Mifflin Company, 1960.

Zirbes, Laura. *Guidelines to Developmental Teaching.* Columbus, Ohio: Teaching Aids Laboratory, The Ohio State University, 1961.

Personnel

A school may meet all of the quantitative standards recommended by state and regional accrediting agencies; yet it may still be a school to which some parents would not like to send their children. The qualitative factors of a school are to a great measure determined by the school's personnel. The real, significant factor in the educative process is the interaction of the child and the teacher. The people who work with children—classroom teachers, librarians, custodians, school lunch personnel, supervisors, resource personnel, principals, nurses, secretaries—are among the most important resources of any school. If the staff is competent, alert, conscientious, well-educated, and emotionally balanced, children are likely to have exciting and fruitful learning experiences at school. If the staff is mediocre, there is little likelihood that a good program will develop.

Many factors influence the effectiveness of the staff. Good teachers are sometimes prevented from doing their best by administrative policies which restrict and hamper initiative. Good teachers are sometimes prevented from doing their best because salaries are at a subsistence level and outside work must, therefore, be done. Good teachers are sometimes prevented from doing their best because good human relationships are not established among the total staff.

In a study of school personnel, attention must be given to provision for teacher welfare. Answers should be found to questions such as these:

1. *What safeguards should protect the continuity of teachers' services while they are doing a good job?*
2. *What provisions should be made to provide a reasonable amount of sick leave for teachers who are ill?*
3. *What provisions should be made for teacher retirement?*
4. *What plans should be made for teachers to obtain the protection of group insurance?*
5. *What provisions should be made to assure that professional personnel are paid a substantial salary which is based upon their experience, training, and certification?*
6. *How can a staff plan so that extra duties are being shared by members of the staff?*
7. *What budgetary provisions should be made for attendance at professional meetings on the state, regional, and national levels?*
8. *What can be done to encourage professional autonomy and to assure that teachers are considered professional personnel?*
9. *In what ways can a faculty have a voice in the selection and employment of their colleagues?*

In addition to answering these general questions pertaining to teacher welfare, the staff must evaluate more specifically the following: (1) instructional personnel, (2) administrative and supervisory personnel, and (3) special service personnel.

Instructional Personnel

A staff must consider answers to these and other questions when evaluating in the area of instructional personnel:

1. *How many teachers are needed in this school?*
2. *What should be the qualifications and certification of teachers for this school?*
3. *What is a desirable staff balance, in terms of age, sex, and stability or tenure on the job?*
4. *What special education, skills, and abilities are needed in staffing the program?*
5. *What are the desirable personal qualities that members of the staff should possess?*
6. *What should be expected of teachers in the way of cooperation and loyalty to each other and to school authority?*
7. *What would be an ideal instructional staff for this school?*

Administrative and Supervisory Personnel

To a considerable extent the leadership which is provided by principals and supervisors determines the quality of the total staff and the richness of the instructional program. In making an evaluation of the administrative and supervisory staff, a faculty must find answers to these and other questions:

1. *If principals and supervisors are to provide professional leadership, what advanced professional education and elementary school experience are necessary?*
2. *What personal qualities should principals and supervisors have?*
3. *What technical competencies should administrative and supervisory personnel possess?*
4. *What leadership qualities and coordination skills should we expect of administrative and supervisory personnel in their work with children, teachers, and parents?*
5. *How many general and special supervisors are needed?*
6. *What is needed in the way of specialists in such areas as art, music, and physical education?*

Special Service Personnel

Many schools have available, on a full-time or part-time basis, the services of many persons who contribute to the effectiveness of the school program. Included are such services as those rendered by librarians, doctors, nurses, psychiatrists, psychologists, speech specialists, specialists in testing and research, custodians, secretaries, bus drivers, and school lunch staffs. Evaluation of special-service personnel requires answers to such questions as the following:

1. *What are the special services needed in this school?*
2. *How many people are required to provide the special services needed?*
3. *What personal qualities should be possessed by each person?*
4. *What technical qualities are needed in each area of special service?*
5. *What kinds of in-service education*

would assure a better coordination and functioning in the special service areas?

Evaluation. To evaluate in the area of personnel, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part E of CPEE-SACS FORM 4.

1. **What is desirable?**
   - A. The staff states its current beliefs about a desirable situation in the area of personnel.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school or system have?**
   - A. The staff describes the situation in the area of personnel in the school.
   - B. The staff compares the present program with the desirable.
     1. The staff identifies strengths.
     2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected bibliography. The following are some of the materials that may be helpful to a school faculty working in the area of personnel (other available basic references as well as more recent and local publications should be consulted):

American Association of School Administration. *Professional Preparation of Superintendents of Schools*. Washington: National Education Association, 1964.

Burr, James B. and others. *Elementary School Administration*. Boston: Allyn and Bacon, Inc., 1963.

Center for the Study of Instruction. *Planning and Organizing for Teaching*. Washington: National Education Association, 1963.

Department of Elementary School Principals. *Certification Requirements for Elementary School Principals*. Washington: National Education Association, 1962.

Department of Elementary School Principals. *Guidelines to Certification of Elementary School Principals*. Washington: National Education Association, 1963.

Department of Rural Education. *Staff Development—An Emerging Function*. Washington: National Education Association, 1964.

Eastmond, Jefferson N. *The Teacher and School Administration*. Boston: Houghton Mifflin Company, 1959.

Educational Policies Commission. *Contemporary Issues in Elementary Education*. Washington: National Education Association, 1960.

Educational Research Service. *Local Provisions for Long-Term Leaves of Absence*. Washington: National Education Association, 1962.

Educational Research Service. *Local Provisions for Short-Term Leaves of Absence other than Personal Illness*. Washington: National Education Association, 1962.

Educational Research Service. *Local Provisions for Sick Leave and Maternity Leave*. Washington: National Education Association, 1962.

Educational Research Service. *Personnel Evaluation and Promotion, Urban School Districts*. Washington: National Education Association, 1962.

Educational Research Service. *Secretarial and Clerical Assistance in Individual School Buildings*. Washington: National Education Association, 1961.

Gibson, R. Oliver and Herold C. Hunt. *School Personnel Administration*. Boston: Houghton Mifflin Company, 1964.

Hicks, William V. and Marshall C. Jameson. *The Elementary School Principal at Work*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

Jordan, William C. *Elementary School Leadership*. New York: McGraw-Hill Book Company, Inc., 1959.

Nelson, Ester. *Secretarial Services in the Elementary School.* Bulletin 27, No. 15. Sacramento, California: State Department of Education, 1958.

Research Division. *Classroom Teacher Salary Schedules, 1963-64.* Washington: National Education Association, 1963.

Research Division. *Salary Schedules for Principals, 1964.* Washington: National Education Association, 1964.

Research Division. *Tenure and Contracts: School Law Summaries.* Washington: National Education Association, 1960.

Research Division. *Twenty First Biennial Salary Survey of Public School Employees,* 1962-63. Parts A, B, and C. Washington: National Education Association, 1963.

Van Zwoll, James A. *School Personnel Administration.* New York: Appleton-Century Crofts, Inc., 1964.

◆

Facilities

Facilities determine to a considerable extent the adequacy of the instructional program. An adequate building, good materials and equipment may not be used effectively if teachers are not professionally competent. On the other hand, good teachers frequently are able to overcome some of the deleterious effects of poor buildings, inadequate instructional materials and equipment.

As the members of the faculty begin to consider the facilities of the school, they should keep in mind that two kinds of evaluation are required. First, they must determine availability of needed facilities and the quality of the facilities which are provided. Every child, for instance, may have a place to sit during a portion of the school day, but the seat may be too large or too small for the child, or it may be badly mutilated or unsightly. Chalkboards may be provided, but they may be old, scarred, and mounted too high for effective use.

Second, they must decide whether available facilities are used as effectively as possible. A school may have the best materials available but these materials may not be wisely used or not used at all. The school may have projection equipment but it may be seldom used because of the lack of easy availability of appropriate films. The school may have a transportation program but the present schedule of buses may require young children to leave home too early and return too late.

Facilities which are considered in this section include (1) the school plant — its utilization, maintenance, and housekeeping, (2) materials and equipment, and (3) transportation.

The School Plant and its Utilization, Maintenance, and Housekeeping

The school plant should be designed and equipped to permit the objectives of the school to be carried out with ease and efficiency. The building should be located on a spacious and conveniently located site which is landscaped and free from undue noise, disagreeable odors, traffic hazards, and unsightly surroundings. Adequate playgrounds, garden plots, walks, drives, and parking areas should be provided.

The building should provide enough space to house comfortably the school family for varied living and learning experiences during school and after school hours, with classes kept to a reasonable size. Adequate provision should be made for a central library materials center, a health clinic or room, space which may be used by special music groups, sanitary and efficient facilities for preparing and serving lunches, and for efficient methods of heating and lighting the building. There should be an adequate lounge-rest room for teachers. Storage facilities for books and supplies, pupils' personal belongings, and the custodian's equipment and supplies should be available. The maintenance of plant and facilities is important. Without adequate maintenance, newer buildings become shabby and older buildings become disreputable. Housekeeping activities should assure that school buildings are safe, sanitary, clean, and attractive.

An evaluation of the school plant and its usage must give consideration to questions such as the following:

1. *What size building is needed to house the program of this school?*
2. *Is the best possible use being made of the facilities which are available?*
3. *What provision should be made for areas of special usage, such as the library materials center, lunch room, health room, and music rooms?*
4. *What would be the best arrangement for heating and ventilating the building?*
5. *What would constitute ideal lighting for the building?*
6. *What would be desirable in the way of storage of books and equipment, pupil's personal belongings, and custodial supplies?*
7. *What are desirable standards of cleanliness, safety, sanitation, and attractiveness of the building and how may these be assured?*
8. *What provision should be made for the maintenance of buildings, grounds, and equipment?*

Materials and Equipment

A well-planned instructional program may not be carried out efficiently unless provision is made for the availability of adequate materials and supplies. A good school has plans for involving teachers in determining what is needed in the way of materials and equipment and for the selection and procurement of these items. Provisions are made for the proper storage and maintenance of supplies and equipment and for their distribution in accordance with the needs of the school. Attention is given to library services and materials, audio-visual materials and equipment, and to the things needed in science, music, arts and crafts, social studies, language arts, health, mathematics, and physical education.

In the evaluation of materials and equipment, answers should be found to such questions as these:

1. *What is a desirable plan for involving teachers in determining needs and in the selection of materials to meet these needs?*
2. *What plans should be made to assure the effective use and care of materials and equipment?*
3. *What plans should be made for proper storage of equipment?*
4. *What plans should be made for effective distribution of materials, supplies, and equipment?*
5. *What library services and materials should be available?*
6. *What audio-visual materials and equipment should be available?*
7. *What materials and equipment are needed for good programs in language arts, mathematics, arts and crafts, science, music, social studies, and physical education?*
8. *What special facilities and equipment are needed by teachers?*

Transportation

With increased consolidation of schools, many children attend schools a considerable distance from their homes. If the school furnishes transportation for some or all of the children, the transportation services must be evaluated from time to time. In this evaluation, a faculty must find answers to such questions as these:

1. *Are the school buses operated within full compliance of state laws and regulations?*
2. *Is the transportation system safe and efficient?*
3. *Do pupils conduct themselves properly while waiting for and riding on buses?*
4. *In scheduling school buses, has the administration avoided having children, and especially young children, leave home too early or return too late, or spend too much time in transit?*
5. *Are school bus drivers carefully selected and trained for their very responsible jobs?*

Evaluation

To evaluate facilities, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part F of CPEE-SACS FORM 4.

1. **What is desirable?**
    - A. The staff states its current beliefs about desirable facilities for the school or system.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school or system have?**
    - A. The staff describes the present facilities.
    - B. The staff compares the present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected Bibliography

The following are some of the materials that may be helpful to a school faculty working in the area of facilities (other available basic references as well as more recent and local publications should be consulted):

American Association of School Administrators. *Planning America's School Buildings.* Washington: National Education Association, 1960.

American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960.

De Bernardis, Amos, Victor W. Doherty Errett Hummel, and Charles W. Brubaker. *Planning Schools for New Media.* Portland, Oregon: Division of Education, Portland State College, 1961.

Department of Elementary School Principals. *Elementary School Buildings—Design for Learning.* Washington: National Education Association, 1959.

Grieder, Calvin, Truman M. Pierce, and William Everett Rosestengel. *Public School Administration.* New York: Ronald Press Company, 1961.

Herrick, John H., Ralph D. McLeary, Wilfred F. Clapp, and Walter F. Bogner. *From School Program to School Plant.* New York: Holt, Rinehart and Winston, Inc., 1959.

MacConnell, James D. *Planning for School Buildings.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

McQuade, Walter. *Schoolhouse.* New York: Simon and Schuster, Inc., 1958.

Otto, Henry J. and David C. Sanders. *Elementary-School Organization and Administration.* New York: Appleton-Century-Crofts, Inc., 1964.

Safety Education Association. *Selection, Instruction, and Supervision of School Bus Drivers.* Washington: National Education Association, 1961.

Strevell, Wallace H. and Arvid J. Burke. *Administration of the School Building Program.* New York: McGraw-Hill Book Company, 1959.

Superintendent of Documents. *Functional Schools for Young Children.* Washington: Government Printing Office, 1961.

Superintendent of Documents. *School Plant Management.* Washington: Government Printing Office, 1961.

Superintendent of Documents. *School Sites.* Washington: Government Printing Office, 1960.

Superintendent of Documents. *Science Equipment and Materials for Elementary Schools: Suggestions for Supervisors, Principals and Teachers.* Washington: Government Printing Office, 1961.

United States Department of Agriculture. *A Guide for Planning and Equipping Lunchrooms.* Washington: Superintendent of Documents, Government Printing Office, 1956.

◆

School-Community Interaction

The school is an agency of society and the purposes of the school are derived from the values which are held for children and for society. In a broad sense, the school may be said to function (1) to develop children as individuals and as socially sensitive participants in group living, and (2) to improve the quality of living in the community.

1. **What is desirable?**
    - A. The staff states its current beliefs about desirable facilities for the school or system.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school or system have?**
    - A. The staff describes the present facilities.
    - B. The staff compares the present program with the desirable.
        1. The staff identifies strengths.
        2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected Bibliography

The following are some of the materials that may be helpful to a school faculty working in the area of facilities (other available basic references as well as more recent and local publications should be consulted):

American Association of School Administrators. *Planning America's School Buildings.* Washington: National Education Association, 1960.

American Association of School Librarians. *Standards for School Library Programs.* Chicago: American Library Association, 1960.

De Bernardis, Amos, Victor W. Doherty Errett Hummel, and Charles W. Brubaker. *Planning Schools for New Media.* Portland, Oregon: Division of Education, Portland State College, 1961.

Department of Elementary School Principals. *Elementary School Buildings—Design for Learning.* Washington: National Education Association, 1959.

Grieder, Calvin, Truman M. Pierce, and William Everett Rosestengel. *Public School Administration.* New York: Ronald Press Company, 1961.

Herrick, John H., Ralph D. McLeary, Wilfred F. Clapp, and Walter F. Bogner. *From School Program to School Plant.* New York: Holt, Rinehart and Winston, Inc., 1959.

MacConnell, James D. *Planning for School Buildings.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

McQuade, Walter. *Schoolhouse.* New York: Simon and Schuster, Inc., 1958.

Otto, Henry J. and David C. Sanders. *Elementary-School Organization and Administration.* New York: Appleton-Century-Crofts, Inc., 1964.

Safety Education Association. *Selection, Instruction, and Supervision of School Bus Drivers.* Washington: National Education Association, 1961.

Strevell, Wallace H. and Arvid J. Burke. *Administration of the School Building Program.* New York: McGraw-Hill Book Company, 1959.

Superintendent of Documents. *Functional Schools for Young Children.* Washington: Government Printing Office, 1961.

Superintendent of Documents. *School Plant Management.* Washington: Government Printing Office, 1961.

Superintendent of Documents. *School Sites.* Washington: Government Printing Office, 1960.

Superintendent of Documents. *Science Equipment and Materials for Elementary Schools: Suggestions for Supervisors, Principals and Teachers.* Washington: Government Printing Office, 1961.

United States Department of Agriculture. *A Guide for Planning and Equipping Lunchrooms.* Washington: Superintendent of Documents, Government Printing Office, 1956.

◆

School-Community Interaction

The school is an agency of society and the purposes of the school are derived from the values which are held for children and for society. In a broad sense, the school may be said to function (1) to develop children as individuals and as socially sensitive participants in group living, and (2) to improve the quality of living in the community.

The school should assist in guiding and directing the physical, mental, emotional, social, and spiritual growth of boys and girls. The community creates, supports, and modifies the school program. If the school is to accomplish its purposes, there must be a close interaction between the school and the community.

The school, in turn, is committed to the improvement of the quality of living in the community. The school is supported by society for the improvement of the lives of all the people in the community.

Many American communities at the present time lack suitable and adequate recreational facilities, have inadequate public and private medical and health services, lack good public library facilities, and have low standards of living—food, clothing and housing. The school must accept partial responsibility for bringing about improvements in the quality of community living. The school will need to work with pupils, their parents, representatives from the health department, social agencies, home and farm agents, community councils, and other community members and groups. Close school-community interaction is necessary if the school is to contribute to the improvement of the community.

As the members of the staff study the effectiveness of the interaction between their school and their community, they will need to consider a number of questions:

1. *How can the school make full use of the community agencies, resources, and facilities?*
2. *What plans should be made to assure that the appropriate persons in the community participate in planning for and in evaluating the school program?*
3. *How can the community be encouraged to give adequate moral and financial support to the school and its program?*
4. *What are effective ways in which a school can interpret its program to the community?*
5. *How can community agencies be organized to help children who need clothing, glasses, dental care, and medical care?*
6. *How can the school provide for differences in religious and ethnic backgrounds?*
7. *What should be done to help the community take pride in the school and take care of the school property?*
8. *How does the community show its respect for and appreciation of the teachers?*
9. *In what ways is the school trying to improve the quality of living in the community?*

Evaluation

To evaluate school-community interaction, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline in Part G of CPEE-SACS FORM 4.

1. **What is desirable?**
    - A. The staff states its beliefs about a desirable program of school-community interaction.
    - B. The staff looks at the beliefs of others.
    - C. The staff refines its statement of beliefs about what is desirable.
2. **What does the school or system have?**
    - A. The staff describes the present program of school-community interaction.
    - B. The staff compares the present program with the desirable.
        - 1. The staff identifies strengths.
        - 2. The staff identifies areas where improvements are needed.
3. **What is being done to improve?**
    - A. The staff identifies what is being done to improve.
    - B. The staff describes these efforts to improve.
4. **What additional plans should be made to improve?**

Selected Bibliography

The following are some of the materials that may be helpful to a faculty working in the area of school-community interaction (other available basic references as well as more recent and local publications should be consulted):

Bartky. John A. *Social Issues in Public Education*. Boston: Houghton Mifflin Company, 1963.

Burton. William H. and Leo J. Brueckner. *Supervision, A Social Process*. New York: Appleton-Century-Crofts, Inc., 1955.

Elsbree. Willard S. and Harold J. McNally. *Elementary School Administration and Supervision*. New York: American Book Company, 1958.

Graham. Grace. *The Public School in the American Community*. New York: Harper and Row, Publishers, Inc., 1963.

Grieder. Calvin. Truman M. Pierce. and William E. Rosestengel. *Public School Administration*. New York: Ronald Press Company, 1961.

Grinnell. J. E. and Raymond J. Young. *The School and the Community*. New York: Ronald Press Company, 1955.

Jacobson. Paul B., William C. Reavis. and James D. Logsdon. *The Effective School Principal*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1954.

McCloskey. Gordon. *Education and Public Understanding*. New York: Harper and Row, Publishers, Inc., 1959.

Moehlman. Arthur B. and James V. Van Zwoll. *School Public Relations*. New York: Appleton-Century-Crofts, Inc., 1957.

Olsen. Edward C. *The School and Community Reader*. New York: Macmillan Company, 1963.

Peterson. Dorothy G. *The Elementary School Teacher*. New York: Appleton-Century-Crofts, Inc., 1964.

Pierce. Truman M., Edward C. Merrill, Jr., Craig Wilson, and Ralph M. Kimbrough. *Community Leadership for Public Education*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

Piers. Maria. *How To Work with Parents*. Chicago: Science Research Associates, Inc., 1955.

Shane. Harold G. *The American Elementary School*. New York: Harper and Row, Publishers, Inc., 1953.

Spain. Charles R., Harold D. Drummond. and John I. Goodlad. *Educational Leadership and the Elementary School Principal*. New York: Holt, Rinehart, and Winston, Inc., 1956.

Stout. Darmon G. *School-Community Leadership*. Dubuque, Iowa: William C. Brown Company, Publishers, 1956.

Coordination

Coordination, both system-wide and school-wide, is one of the essential elements of a good education program. Coordination means bringing about a harmonious adjustment and functioning of all of the elements composing a good school program. Coordination results from careful planning and the cooperative effort of all persons concerned. Persons concerned with the school program are the members of the school board, the administrative personnel, the teachers, the parents, representatives of community agencies, the children, and the public in general. To coordinate the efforts of all such persons is no small task, and yet its accomplishment is necessary for a successful school program. The major responsibility for coordination rests upon school administrators.

One reason for having larger administrative units is to facilitate the coordination of activities of several schools which comprise the larger unit. All of the personnel concerned should be involved in establishing administrative policies, and procedures and plans must be made for reviewing and modifying these policies. System-wide coordination must be concerned with the utilization of the full resources of the community and the schools. Attention must be given, system-wide, to the objectives and purposes of the school and to evaluative procedures. In-service education programs should be coordinated and provision should be made system-wide for exceptional children and for guidance and counseling services. Health and psychological services and the use of specialists in the administrative unit need to be coordinated. Better selection and use of materials of instruction and audio-visual equipment should result from system-wide coordination. Coordination results in better instructional programs and in cooperative efforts in experimentation and research.

Coordination is also important within single schools. The policies of the local school must be coordinated with those of the system. The cooperative effort of all personnel concerned should result in the harmonious functioning of the school in such areas as (1) selecting and using supplies and materials, (2) using play areas, (3) formulating homework policies, (4) using substitute teachers, (5) scheduling parent-teacher conferences, (6) reporting pupil progress, (7) making special assignments, (8) designating committee responsibilities and (9) using the library, the lunchroom, and special areas of the school plant.

The purposes of the city or county school unit or of the local school may not be realized unless the problems of coordination have been successfully resolved.

To examine the work of administrators and teachers in coordinating the activities of the school, answers must be found to such questions as these:

1. *What plans should be made to bring about the careful planning and cooperative effort of all persons concerned with the operation of schools?*
2. *What plans should be made for the establishment of administrative policies and for reviewing and modifying these policies?*
3. *What are effective ways of keeping the lines of communication open?*
4. *How can the policies of the local school be coordinated with those of the larger administrative unit?*
5. *What coordination is essential to the successful operation of a school?*

Evaluation

To evaluate in the area of coordination, the staff should follow the cycle of evaluative steps and record the results of the study according to the outline shown in Part H of CPEE-SACS FORM 4.

I. **What is desirable?**
   - A. The staff states its beliefs about a desirable situation in the area of coordination.
   - B. The staff looks at the beliefs of others.
   - C. The staff refines its statement of beliefs about what is desirable.

2. **What does the school have?**
   - B. The staff compares the present program with the desirable.
     - 1. The staff identifies strengths.
     - 2. The staff identifies areas where improvements are needed.

3. **What is being done to improve?**
   - A. The staff identifies what is being done to improve.
   - B. The staff describes these efforts to improve.

4. **What additional plans should be made to improve?**

Selected Bibliography

The following are some of the materials that may be helpful to a faculty working in the area of coordination (other available basic references as well as more recent and local publications should be consulted):

Bartky, John A. *Supervision as Human Relations.* Boston: D. C. Heath and Company, 1953.

Center for the Study of Instruction. *Planning and Organizing for Teaching.* Washington: National Education Association, 1963.

Department of Elementary School Principals. *Principal as a Communicator.* October, 1960. Issue of the *National Elementary Principal.* Washington: National Education Association, 1960.

Hansford, Bryon W. *Guidebook for School Principals.* New York: Ronald Press Company, 1960.

Hicks, Hanne J. *Administrative Leadership in the Elementary School.* New York: Ronald Press Company, 1956.

Hicks, Hanne J. *Educational Supervision in Principle and Practice.* New York: Ronald Press Company, 1960.

Hicks, William V. and Marshall C. Jameson. *Elementary School Principal at Work.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957.

Otto, Henry J. and David C. Sanders *Elementary School Organization and Administration.* New York: Appleton-Century-Crofts, Inc., 1964.

Olsen, Edward G. *The School and Community Reader.* New York: Macmillan Company, 1963.

Spain, Charles R., Harold D. Drummond, and John I. Goodlad. *Educational Leadership and the Elementary School Principal.* New York: Holt, Rinehart, and Winston, Inc., 1956.

Swearingen, Mildred E. *Supervision of Instruction: Foundations and Dimensions.* Boston: Allyn and Bacon, Inc., 1962.

SECTION THREE

Summary and Follow-up Plans

The staff which has used Section Two as a basis for self-study and evaluation has gathered much data and made many tentative plans. These data and plans, however, have been scattered among the various reporting forms used during the self-study. Now that the faculty has completed the study of all segments of the total school, it is imperative that these data and tentative plans be brought together so that follow-up projects can be planned in the light of the over-all school situation.

To accomplish this end, the faculty should do the following: (1) summarize the strengths identified during the self-study; (2) summarize the areas identified in which improvements are needed; (3) summarize the current school improvement projects which were reported; and (4) make specific plans for follow-up school improvement activities.

Summarizing the Strengths

As the staff members worked through each area of the self-study, they compared the present program or situation with the revised statement of what is desirable in that specific area. One of the outcomes of that comparison was the identification of instances where the present program approached, met, or even exceeded the statement of what is desirable. Such instances were labeled "strengths" and recorded as suggested in Section Two.

Reference should now be made to the previously identified "strengths," for all areas of the self-study except purposes, and a complete listing of them should be made as requested by Part I, Item 1a, of CPEE-SACS FORM 4. The listing will give a complete picture of the strengths identified by the faculty.

Summarizing the Needed Improvements

In a similar manner, the staff has identified areas needing improvement. When the present situation or program in the school was compared with the statement of the desirable, "needed improvements" as well as "strengths" were identified. The needed improvements were recorded in each case for the area being studied. These entries from Parts D-H of the report should now be listed as requested by Part I, Item 1b, of CPEE-SACS FORM 4 as a summary of the needed improvements.

Summarizing the Current School Improvements Projects

The staff, in studying each segment of the school, supplemented the identification of needed improvements with descriptions of current school improvement projects. These projects had as their purpose the strengthening of strengths or the making of needed improvements identified in the previous step of the cycle. At this time a summary should be made of the improvement projects reported in progress during the study. The summary should be recorded as requested by Part I, Item 2, CPEE-SACS FORM 4.

Making Specific Plans for Follow-up Projects

During the study, when the staff members compared the needed improvements with the current school improvement projects, they thought of and recorded many things that should be done to improve the situation in each area. These ideas provide the basis for planning the follow-up program.

Summarizing the possible next steps. The staff concluded the evaluation of each segment of the school by indicating some next steps that should be taken to improve the situation in the specific area being studied. The proposed next steps were recorded in each case as requested by Part D-H of Form 4. These data should now be brought together, summarized, and recorded (placing an "x" after those plans with high priority) as requested by Part I, Item 3, Form 4.

Planning the follow-up program. The final task facing the faculty is one of making plans for the follow-up program. This task requires the staff to consider the total list of possible next steps in the light of the over-all school situation. Although priorities were probably indicated among the possible next steps in each segment of the study, it is necessary after the summary to assign new priorities on an over-all basis. What may have seemed very significant when an area was being studied, may now seem less significant when viewed in the light of the total school situation. By giving special consideration to the steps having high priorities, the faculty can make wise decisions about short-range and long-range follow-up activities. The high priority plans that can be completed in three years or less should be listed as "short-range" plans in the order of descending priority as requested by Part I, Item 4a, of FORM 4. In like manner, the high priority plans that will need four to six years to complete should be termed "long-range" and listed in the order of descending priority as requested by Item 4b of Part I, Form 4. Plans having no priority and plans requiring more than six years to complete should be tabled for the present and considered when the next complete self-study is made six years from the date of the current study.

The short-range and long-range plans reported as requested by Item 4, Part I, of CPEE-SACS FORM 4 constitute the proposed follow-up program.

Finally, in preparation for the visit of the official committee representing the Association, the staff should supplement the material prepared according to the outline (Form 4) with other information and exhibits which the staff members think the visitors will need during their stay in the school. Reference should also be made to the publications entitled, **A Guide to the Evaluation and Accreditation of Elementary Schools** and **The Visiting Committee in the Elementary School Accrediting Process,** for more detailed directions and suggestions concerning the visiting committee. Both bulletins are available from the Central Office of the Association.

APPENDIX

APPENDIX A

OUTLINE OF REPORT OF THE SELF-STUDY

(CPEE - SACS — FORM 4)

Part A. The School Community

1. Brief description of the community served by the school (location, size, and unique features)
2. Brief description of the educational level of the parents and their aspirations for their children
3. Brief description of the cultural activities of the community, other than the school, which contribute to the education of the children (identifying specific resources such as public libraries, church organizations, governmental and civic groups, recreational facilities, health services, and parent groups)

Part B. The Children Served by the School

1. Chart showing the age-grade distribution of the children enrolled in the school (Complete attached chart)
2. Data in chart form or otherwise to indicate the results of any standardized tests administered recently to any sizeable portion of the school population
3. Brief description of the general factors of health, cleanliness, manners, and language usage of the children attending the school
4. Brief description of the children's educational ambitions, attitudes toward school, incidence of dropout, and leisure time activities

Part C. Purposes

1. The faculty's refined statement of beliefs about the purposes of the school
2. The story of how the faculty worked
    a. To arrive at the **tentative** statement of beliefs about the purposes the school
    b. To relate the tentative statement to the community and the children served
    c. To compare the beliefs of others with the tentative statement of beliefs
    d. To arrive at the refined statement given above
3. Summary of plans for keeping the statement of purposes current and all informed

Part D.* Program:______________________________

Specific Area

1. The faculty's refined statement of beliefs about the specific area of Program
2. A description of the school's present program in this area
3. Strengths and needed improvements identified by comparing the school's present program with the refined statement of beliefs about this area
    a. Strengths
    b. Needed improvements
4. Current efforts for improvements
5. Plans that should be made for continued improvement in this area (arranged in the order of importance and urgency)

Part E. Personnel

1. The faculty's refined statement of beliefs about personnel
2. A description of the situation in this school
3. Strengths and needed improvements identified by comparing the present situation with the refined statement of beliefs about personnel
    a. Strengths
    b. Needed improvements
4. Current efforts for improvement of the situation
5. Plans that should be made for continued improvement in this area (arranged in the order of importance and urgency)

* Report each specific area separately: Program, Knowledge of Children To Be Taught, Listening, Oral Language Development, Reading, Written Expression, Literature, Social Studies, Mathematics, Science, Physical and Mental Health, Aesthetic Appreciation and Creative Expression, Other Curriculum Activities, Special Services, Organization for Learning and Teaching-Learning Process.

Part F. Facilities

1. The faculty's refined statement of beliefs about facilities
2. A description of the present facilities
3. Strengths and needed improvements identified by comparing the present situation with the refined statement of beliefs about facilities
    a. Strengths
    b. Needed improvements
4. Current efforts for improvement of the situation
5. Plans that should be made for continued improvement in this area (arranged in the order of importance and urgency)

Part G. School-Community Interaction

1. The faculty's refined statement of beliefs about school-community interaction
2. A description of the present situation
3. Strengths and needed improvements identified by comparing the present situation with the refined statement of beliefs about school-community interaction
    a. Strengths
    b. Needed improvements
4. Current efforts for improvement of the situation
5. Plans that should be made for continued improvement in this area (arranged in the order of importance and urgency)

Part H. Coordination

1. The faculty's refined statement of beliefs about coordination
2. A description of the present situation
3. Strengths and needed improvements identified by comparing the present situation with the refined statement of beliefs about coordination
    a. Strengths
    b. Needed improvements
4. Current efforts for improvement of the situation
5. Plans that should be made for continued improvement in this area (arranged in the order of importance and urgency)

Part I. Summary and Follow-Up Plans

1. Strengths and needed improvements identified during the self-study
    a. Strengths
    b. Needed improvements
2. School improvement projects in progress at the time of the self-study
3. Possible next steps for continued improvement (those having high priority indicated with an "x")
4. The proposed follow-up program
    a. Short-range plans (projects that can be completed in three years, listed in the order of descending priority)
    b. Long-range plans (projects that can be completed in four to six years, listed in the order of descending priority)

Supplemental Chart for Item 1, Part B
Report of The Self-Study

Chart showing the age-grade distribution of the children enrolled in the school:

Age/Grade 4	5	6	7	8	9	10	11	12	13	14	15	16	over 16
Kindergarten													
First													
Second													
Third													
Fourth													
Fifth													
Sixth													
Seventh													
Eighth													

APPENDIX B

STEPS TO BE FOLLOWED BY SCHOOLS SEEKING ACCREDITATION BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

School Board members, superintendents, principals, and teachers in systems which desire accreditation by the Southern Association of Colleges and Schools should study in detail the **Guide to the Evaluation and Accreditation of Elementary Schools.** The steps in initial accreditation are summarized here for convenient reference.

Step One: Affiliation
Step Two: Determining Readiness to Seek Accreditation
Step Three: Filing Statement of Intent to Seek Accreditation
Step Four: Securing a Consultant
Step Five: Conducting the Self-Study
Step Six: Providing for the Visiting Committee
Step Seven: Formulating Plans for School Improvement and Designating Priorities
Step Eight: Making Application for Accreditation
Step Nine: Action of the State Committee on Accreditation
Step Ten: Action of the Regional Committee on Elementary Education

APPENDIX C

THE WRITING COMMITTEE

Mr. Judson L. Brooks, Supervisor of Elementary Education, State Department of Education, Columbia, South Carolina

Dr. Carl Brown, Professor of Education, College of Education, University of North Carolina, Chapel Hill, North Carolina, Chairman

Mrs. Rebecca E. Davis, State Curriculum and Instructional Consultant, Elementary Schools, State Department of Education, Atlanta, Georgia (Mailing address: P. O. Box 9098, Station B, Atlanta 14, Georgia)

Mrs. Ivanetta H. Davis, Principal, Moses McKissack School, 915 - 38th Avenue, North, Nashville, Tennessee

Miss Minnie Dunn, Associate Professor of Education, Alabama College, Montevallo, Alabama

Dr. Thomas R. Landry, Professor of Education, Louisiana State University, Baton Rouge, Louisiana

Mr. Kyle McDowell, Director of Elementary Education, Fort Knox Dependent Schools, Fort Knox, Kentucky

Miss Minnie Lee Rowland, Consultant, Elementary Education, State Department of Education, Tallahassee, Florida

Mrs. Lucille T. Sessions, Curriculum Director, Decatur City Schools, 320 North McDonough Street, Decatur, Georgia

Mrs. Ruth Lawrence Woodson, Supervisor, Elementary Education, State Department of Public Instruction, Raleigh, North Carolina

EDITORS

Dr. Carl Brown, Professor of Education, College of Education, University of North Carolina, Chapel Hill, North Carolina

Dr. Thomas R. Landry, Professor of Education, College of Education, Louisiana State University, Baton Rouge, Louisiana